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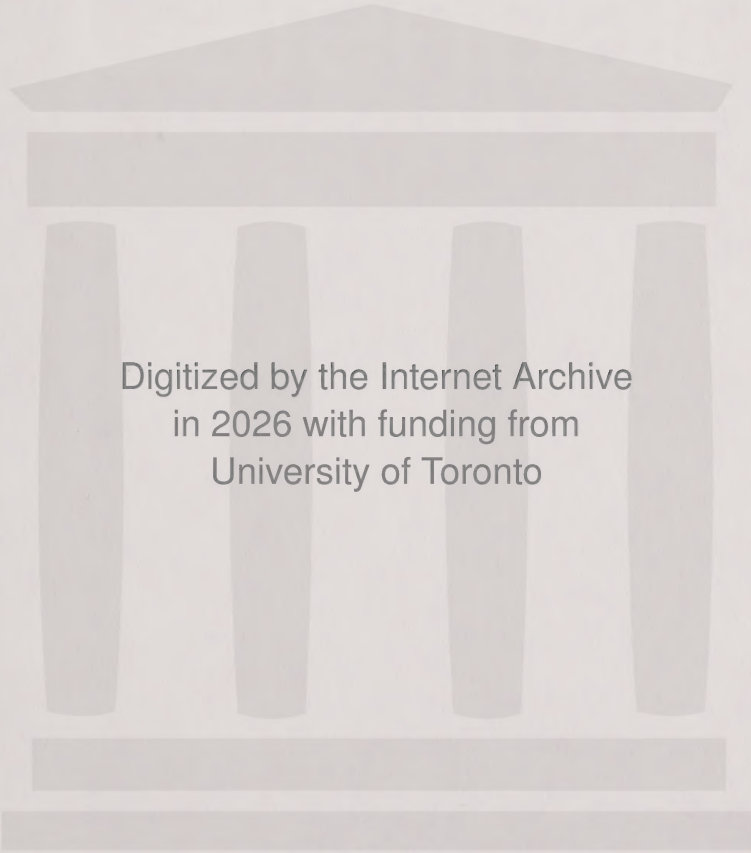
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Faculty of Education

University of Toronto

Calendar

1985/86

Notice

Curriculum

At the time of printing, the courses described in this calendar are those intended to be offered in the academic year 1985-86. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but this cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course described in this calendar in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Admissions
416-978-5577

Continuing Education
416-978-2316

Institute of Child Study
416-978-3457

Technical and Industrial Arts
416-978-3199

Faculty of Education

University of Toronto

Calendar

1985/86

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Photo by Ron Wood

Sessional Dates 1985-86

1985

July 2 — 26	Summer Session
September 4, 5	Registration B.Ed. Program
September 9	Classes begin
September 20	Last day for course changes
October 14	Thanksgiving Day — Faculty closed
October 11 — 25	Practice Teaching
November 8 — 22	Practice Teaching
December 4	Employment Day — no classes
December 13	Classes end
December 17 — 20	Examinations

1986

January 6	Classes resume
January 15	Second instalment of fees due
January 13 — 24	Annual Student Art Exhibition
February 7 — 21	Practice Teaching
February 24 — 28	Reading Week
March 3 — 7	Annual Children's Musical
March 19 — April 4	Practice Teaching
March 28	Good Friday — Faculty closed
April 18	Classes end
April 21, 22	Study Days
April 23 — May 6	Examinations

Faculty of Education Staff 1984-85

Dean
J.W. MacDonald, M.A., ED.D.

Associate Dean
M.A. Millar, B.A., B.P.E., M.ED.

Registrar
C.J. Lundy, B.A.

Admissions and Universities Liaison Officer
G.A. Whyte, B.A., B.J.

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
H.O. Barrett, C.D., B.A., D.PAED., F.O.T.F.
G.H. Boyes, M.A.
W.B. MacLean, M.A.
J.M. Paton, M.A., D.PAED., F.C.C.T.
A.F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
G.E. Tait, B.A., B.PAED., ED.D.

Art Education
A.M. Emerson, M.A. *Associate Professor*
R. Sramek, B.A., M.A.E. *Associate Professor*
P.J. Briggs, B.S.I.E., *Senior Tutor*

Business Education
R.B. Wilson, B.COM., M.S.T. *Associate Professor*
B.E. Conchie, B.A. *Associate Professor*

Computer Services and Staff Development
L.J. La Fave, B.ED., M.B.A. *Professor*

Computer Studies
D.W. Garth, B.COM. *Associate Professor*
G.D. Milbrandt, B.S.ED., M.ED. Associate Professor

Counsellor Education
P.A. Manuel, B.A., M.ED. *Associate Professor*
B.R. Eardley, B.S., M.ED. *Associate Professor*

Dramatic Arts
D.W. Booth, B.A., M.ED. *Professor*

Educational Administration
A.T. Sheehan, M.ED., PH.D., F.C.C.T. *Professor*
V.K. Gilbert, B.SC., M.ED., PH.D. *Professor*
M.F. Grapko, M.A., PH.D. *Professor*
J.D. Wood, M.A., PH.D., A.R.C.T. *Professor*
R.A. Martin, B.A.SC., M.ED., PH.D. *Associate Professor*

Educational Psychology
C.C. Brodeur, M.A., M.A.(Phil), PH.D. *Associate Professor*
R.W. Dent, M.A., PH.D. *Professor*
S.L. Kong, C.M., B.A., M.ED., LL.D., PH.D. *Professor*
D.S.J. Shackel, M.A., PH.D. *Professor*
C. Tan-Willman, B.S.E., M.A., PH.D. *Professor*
A.B. Durell, M.A., PH.D. *Associate Professor*

Educational Research and Graduate Studies
J.W. Greig, B.A., M.ED., ED.D. *Professor*

Elementary Education
G.W. Hunt, B.A., M.ED., ED.D. *Associate Professor*
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Professor*

English
R.T. Shephard, B.A., M.ED., ED.D. *Professor*
J.L. Aitken, M.A., PH.D. *Professor*
A.C. Coman, M.A.(Edin), M.A. *Professor*
R.S. Harris, PH.D. *Professor*
J.H. Stevens, M.A. *Professor*
A.A. Bowers, B.A., M.ED. *Associate Professor*
J. Laird, B.A. *Associate Professor*
H. Stollery-Cronin, B.A. *Tutor*

Geography
R.P. Baine, M.A. *Professor*
U. Elliott, M.A. *Professor*
W.E. Sager, C.D., B.A. *Professor*

Guidance Centre
L. Miller, M.A., PH.D. *Director*

History and the Social Sciences
L.R. Hill, M.A. *Associate Professor*
G. Smith, M.A. *Professor*
R.W.P. Bowles, B.A. *Associate Professor*
J.D. Thexton. M.A., PH.D. *Associate Professor*

History, Philosophy and Sociology of Education
K.A. McLeod, B.A., M.ED., PH.D. *Professor*
G.W. Bancroft, B.A., M.ED., PH.D. *Professor*
L.J. Stott, B.ED., PH.D. *Professor*
T.W. Goodenough, M.A. *Associate Professor*
R. Pike, B.S.W., M.A., PH.D. *Associate Professor*
S.T. Rusak, B.A., M.ED., PH.D. *Associate Professor*

Home Economics
A.M. Warner, B.A., M.S. *Associate Professor*
H.A. Yeager, B.H.SC., M.ED. *Associate Professor*
M. Villers, M.A. *Assistant Professor*

Institute of Child Study
A. Schermann, M.SC. *Associate Professor*
B. Flint, DIP. C.S., M.A. *Professor*
R.J. Volpe, M.A., PH.D. *Professor*
A.J. Biemiller, M.S., PH.D. *Associate Professor*
J.P. Klein, M.A., PH.D. *Associate Professor*
D. Levinson, M.A., PH.D. *Associate Professor*
J. Hardacre, B.A., DIP.C.S., M.ED. *Senior Tutor*
M.A. Penner, B.A., DIP.C.S., M.ED. *Tutor*
H. Stollery-Cronin, B.A. *Tutor*
P. Karal, M.A., PH.D. *Lecturer (part-time)*

Institute of Child Study Laboratory School
A.C. Cassidy, B.A., DIP.C.S.
C. Dehenne, B.A., B.ED.
R.L. Ethier, B.A., M.ED.
H.R. Gilman, M.A., DIP.C.S.
E.A. Hunter
M.A. Jaffary, B.A., DIP.C.S.
S. Kondo, B.A., M.ED.
A.E. Tough, M.A.
D.L. Wicks, B.A., M.ED.

Library
M.C. Shortt, M.A., M.L.S. *Chief Librarian*
D.C. George, B.A., B.L.S. *Librarian*
M.H. FitzPatrick, B.A., M.L.S.
Librarian (part-time)

Mathematics
H.L. Ridge, B.SC., M.A., PH.D. *Professor*
D.W. Alexander, B.A., M.SC., ED.D. *Professor*
F. Ebos, M.SC. *Professor*
D.L. Fraser, B.SC., B.ED., M.A. *Professor*
S.K. Harburn, B.SC., M.ED. *Associate Professor*

Modern Language Education
H. Hainsworth, M.A. *Associate Professor*
R.R. Roy, B.PHIL., M.A. *Associate Professor*
R. Hrubi, DIP. PROF.FR. I'ET. *Senior Tutor*

Music
N. Kuzmich, MUS. BAC., M.A. *Professor*
C.A. Hennessy, B.A., M.ED., ED.D. *Senior Tutor*

Physical and Health Education
D.F. Fawcett, D.P.H.E., M.A. *Associate Professor*
F.J.M. Collard, B.P.H.E., B.A., M.SC. *Associate Professor*
P.B. Robertson, B.P.H.E., B.A., M.ED. *Associate Professor*

Practice Teaching
F. Blostein, B.A., B.L.S. *Associate Professor*
R.G. Burfield, B.A., B.ED. *Associate Professor*

School Librarianship
R.J. Smith, B.A., M.L.S. *Associate Professor*

Science Education
W.A. Andrews, M.SC., B.ED. *Professor*
D.I. Galbraith, B.SC., M.ED. *Professor*
H.M. Lang, B.S.A., M.ED. *Professor*
T.J.E. Wolfe, B.S.A., M.ED. *Professor*

Special Education
H.D. Gutteridge, M.A. *Associate Professor*
K.J. Weber, B.A., M.SC.(ED). *Professor*
D.R. Fleming, B.A., M.ED., ED.D. *Senior Tutor*

Speech Consultant
E. Crampton, *Senior Tutor*

Technical and Industrial Arts
A. Gaydos. B.S., M.ED., PH.D. *Associate Professor*
I.T. Malloch, B.A., M.S.ED., PH.D. *Associate Professor*
H.J. Taylor, B.A., B.ED., M.S.ED. *Associate Professor*
C.H. Wall, B.A., B.ED., M.A., PH.D. *Associate Professor*
W.J. Watson, B.A., M.SC., M.ED. *Associate Professor*
R.W. Wilson, M.SC., M.I.E.E. *Associate Professor*

University of Toronto Schools
W.G. Warden, M.A. *Principal*
G.A. Fleming, B.A., M.ED. *Assistant Principal*
O.G. Barrett, B.P.H.E., B.ED.
T.J. Boucher, B.A., M.S.L.S.
D.F. Boutros, B.A.
M.U. Collier, M.A., B.ED.
D.T. Dingle, B.SC., B.D.
L.S. Duckworth, B.A., B.ED.
J.A. Fautley, MUS. BAC., B.ED.
N.D. Fox, B.COM.
P.F.L. Gallant, M.A.
M.P. Gendron, M.A.
S. Kessel, B.A., B.ED.
Y.E. Lacey, B.A.
D.J. Laurenson, B.SC., M.MATH.
B. LeGresley, B.A., M.ED.
N.E. Maier, M.A.
H.C. Maynard, M.A.
N.T. McLean, B.A.
J.H. Mills, M.A., B.ED.
R.J. Moorfield, M.A.
C.W.M. Pace, B.A., B.S.W., M.ED.
A.M. Pereira, M.A., B.ED.
J.A. Ryan, B.E.S., B.ED. *(part-time)*
J.F. Sleigh, M.A., B.ED.
F.M. Speed, B.SC., B.SC.S., M.ED.
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.
A.H. Wilson, B.A., B.ED.

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated as the Ontario College of Education, University of Toronto.

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated, and in 1980-81 master's programs in geography, physics, and school librarianship were added.

In 1981 the Faculty of Education marked its 75th anniversary as an Ontario teacher education institution.

Deans of the Faculty of Education

W. Packenham	1907 — 1934
J.G. Althouse	1934 — 1944
A.C. Lewis	1944 — 1958
B.C. Diltz	1958 — 1963
D.F. Dadson	1963 — 1973
H.O. Barrett	1974
J.C. Ricker	1975 — 1981
J.W. MacDonald	1981 —

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, a Master of Arts/Science in Teaching degree is available.

Full-Time Programs

Bachelor of Education Degree

Primary/Junior
or
Junior/Intermediate
or
Intermediate/Senior

Diploma in Technical Education (Dip.T.E.)

Diploma in Child Study (Dip.C.S.)

Child Assessment and Counselling*
or
Early Childhood Education

*This area of concentration does not lead to the Ontario Teacher's Certificate.

Admission

Academic and other admission requirements are listed under the individual programs.

Language Regulations

An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in Canadian elementary or secondary schools. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for six years.

Admission of International Students

The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admission as the Council of the Faculty may determine.

Bachelor of Education and Ontario Teacher's Certificate Program

Application Procedure

Application forms and full instructions for applying may be obtained from the Faculty Registrar. Forms are also available on request from most Ontario university placement offices, normally beginning in October of the year prior to registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name, if applicable.

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average, and to those with relevant experience, such as work with children and adolescents, which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Change of Courses

The last date for changing optional subjects or courses will be September 20, thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37 – 40.

The program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

The Contemporary Classroom

6100 The Contemporary Classroom
All candidates proceeding to the Bachelor of Education degree are required to take this course.

Curriculum and Instruction

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 13)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior
This program integrates the content of *Primary Education* 1400 and *Junior Education* 1410 in one course, *Primary/Junior Education* 1420.

Junior/Intermediate
This program comprises three courses: *Junior Education* 1410, *Intermediate Education* 1430 and one Intermediate Curriculum and Instruction course from those listed below. The content of 1410 and 1430 will be integrated in one course *Junior/Intermediate* 1450.

- English 1101
- French 1111
- Geography 1441
- History 1151
- Home Economics 1161
- †Industrial Arts 1171
- Mathematics 1221
- Music—Instrumental 1231
- Music—Vocal 1241
- †Physical and Health Education 1251
- Science 1301
- Visual Arts 1011

Intermediate/Senior
This program comprises two courses from those listed below:
- *†Business Studies
  - Accounting 1340
  - Data Processing 1350
  - Marketing 1360
  - Secretarial 1370
- †Computer Science 1040
- †Dramatic Arts 1070
- Economics 1080
- English 1100
- †Environmental Science 1380
- French 1110
- Geography 1440
- German 1140
- History 1150
- Home Economics 1160
- †Industrial Arts 1170
- Italian 1190
- Man in Society 1270
- Mathematics 1220
- Music—Instrumental 1230
- Music — Vocal 1240
- Physical and Health Education 1250
- Political Science 1260
- Science 1300
- Spanish 1310
- Visual Arts 1010

*Candidates selecting Business Studies must choose both their courses from this category.

†There are no academic prerequisites for these courses.

Foundations

Candidates will take three Foundations courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy and Sociology of Education.

Educational Administration
Administration in the Modern School 3050
Administration of Adult Education 3280
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology
Contemporary Issues in Educational Psychology 3260
Learning and Human Behaviour 3070
Teaching—an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy and Sociology of Education
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
Developing a Personal Philosophy of Education 3140
The Development of Canadian Education 3200
School and Society 3160
Individual Research Project (History, Philosophy and Sociology of Education) 3240

Practicum

4010 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

Complementary Studies

Candidates will select one of the following courses:

Art and Interdisciplinary Studies 5020
Atypical Development 5540
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Culture and Society as They Relate to the Teaching of French 5070
Current Health Issues in School and Society 5080
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Drama in Elementary Education 5110
Education and the Gifted 5490
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
French as a Second Language Junior 5151
Life Skills for the Young Child and Adolescent 5520
Methods of Child Study 5030
Multicultural/Intercultural Education 5410
Music—General 5550
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in the Teaching of Modern Languages 5270
Recreational Mathematics 5500
The Use of Graphic Illustrations in the Classroom 5480
Values Education 5210

Details of Courses

Courses in the Bachelor of Education program are described below. For information on Additional Qualification courses see page 35.

The Contemporary Classroom

6100 The Contemporary Classroom
This course will cover four significant aspects of education: computers in education, guidance practices, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning process; guidance methods and practices for the classroom teacher including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario, including regulatory, professional and curricular concerns; and the nature of special education, with approaches to accommodating the needs of exceptional students.

Business Studies

The Business Studies program is divided into four areas: Accounting, Data Processing, Marketing, and Secretarial, from which candidates will select any two. Keyboarding methodology is a compulsory component of each course.
It is recommended that candidates have a background in their Business Studies selections.

1340 Accounting Intermediate/Senior (5 hours)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Candidates will be given the opportunity to examine various computer packages.

1350 Data Processing Intermediate/Senior (5 hours)
This course will prepare candidates to design computer studies material on a modular basis. Strategies for teaching computer concepts, applications of computers in society, and problem-solving techniques using the computer will be studied. Facilities are provided for hands-on experience with microcomputers and minicomputers.

1360 Marketing Intermediate/Senior (5 hours)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

1370 Secretarial Intermediate/Senior (5 hours)
The development of innovative and effective techniques for teaching modern business communications, office procedures, and word processing systems.

Computer Science

1040 Computer Science Intermediate/Senior (5 hours)
One segment of the course will help to prepare students for the teaching/learning process and for designing computer studies material on a modular basis. Major areas consist of: use of teaching strategies; preparation of instructional objectives; application of an evaluation philosophy; development of a problem-oriented approach to computer education; modular course design; motivation techniques; use of available resources; reinforcement of basic computer concepts through a hypothetical computer; creation of an effective learning environment. The second segment will emphasize problem-solving techniques using the computer. Topics include: basic computer concepts; applications of computers in society; structured flowcharting; computer terminology; information flow through a computer system; high-level language as a vehicle of communication; program debugging; documentation procedures. Micro, mini, and interactive computing facilities are available.
It is recommended that candidates have a background in computing.

Dramatic Arts

1071 Dramatic Arts Intermediate (2 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech, and oral interpretation.
Not offered in 1985-86.

1070 Dramatic Arts Intermediate/Senior (5 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs.

Economics

1080 Economics Intermediate/Senior (4 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.

English

1101 English Intermediate (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English.

1100 English Intermediate/Senior (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequistes: Two university courses (6 credits) in English.

Environmental Science

1380 Environmental Science Intermediate/Senior (5 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided. Candidates should have a background in science or geography.

French

1111 French Intermediate (2 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures. Candidates enrolled in this course must take French as a Second Language 5151 as their Complementary Studies requirement.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.

1110 French Intermediate/Senior (5 hours)
Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.

Geography

1441 Geography Intermediate (2 hours)
A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.
Prerequisites: Two university courses (6 credits) in geography.

1440 Geography Intermediate/Senior (5 hours)
Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.
Prerequisites: Two university courses (6 credits) in geography.

Geology

1130 Geology Intermediate/Senior (5 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.
Not offered in 1985-86.

German

1140 German Intermediate/Senior (4 hours)
This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in German. Proficiency in spoken and written German must be demonstrated when the course begins.

Greek

1210 Greek Intermediate/Senior (5 hours)
This course may be taken only in conjunction with Latin 1200. For course content see Latin 1200.
Prerequisites: Two university courses (6 credits) in Greek.
Not offered in 1985-86.

History

1151 History Intermediate (2 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for Grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations, international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.
Prerequisites: Two university courses (6 credits) in history.

1150 History Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisites: Two university courses (6 credits) in history.

Home Economics

1161 Home Economics: Family Studies Intermediate (2 hours)
An exploration of significant concepts in the Family Studies curriculum, and of lesson planning, teaching aids, and resource materials. Basic methods of instruction in food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics will be covered. Emphasis will be on the philosophical bases of the subject.
Prerequisites: Three university courses (9 credits) in home economics.

1160 Home Economics: Family Studies Intermediate/Senior (5 hours)
An exploration of the needs of Family Studies students at the intermediate and senior levels with emphasis on techniques of teaching food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics. Lesson planning and curriculum design will be examined, together with relevant teaching aids and resources. The philosophical bases of the subject will be emphasized.
Prerequisites: Three university courses (9 credits) in home economics.

Industrial Arts

1170/1171 Industrial Arts (7 hours)
The philosophy of contemporary technological studies: interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable. Candidates must select Design Education 5090 as their Complementary Studies course.

Intermediate Education

1430 Intermediate Education (3 hours)
A study of curriculum content and teaching strategies in grades 7 and 8. Instruction is given in general methods, classroom management and specific approaches to teaching language arts, mathematics, science and social studies. This course is offered only in the Junior/Intermediate program.

Italian

1190 Italian Intermediate/Senior (4 hours)
This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Language Program on secondary school curricula. The present four-year sequence (grades 10-13) found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.
Prerequisites: Two university courses (6 credits) in Italian. Proficiency in spoken and written Italian must be demonstrated when the course begins.

Junior Education

1410 Junior Education (5 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Latin

1200 Latin Intermediate/Senior (5 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.
Not offered in 1985-86.

Man in Society

1270 Man in Society Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course, Man in Society. Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.
Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.

Mathematics Education

1221 Mathematics Education Intermediate (2 hours)
A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, problem solving.

1220 Mathematics Education Intermediate/Senior (4 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, problem solving.

Music

Candidates may select only one of the following: 1231, 1230, 1241 or 1240. They must also take Music General 5550 as their Complementary Studies course.

1231 Music—Instrumental Intermediate (2 hours)
Approaches to music learning through instrumental and vocal performance, listening, analysis, and problem solving, implementation of different teaching styles, the arrangement of chamber materials for intermediate ensembles, and research into newly-published instrumental repertoire.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1230 Music—Instrumental Intermediate/ Senior (5 hours)
Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving, the implementation of different teaching styles, the arrangement of chamber materials for intermediate/senior ensembles, research into newly-published instrumental repertoire, the designing of units reflecting the aims and objectives within the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1241 Music—Vocal Intermediate (2 hours)
An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music or background.

1240 Music—Vocal Intermediate/Senior (5 hours)
Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving, implementation of the different teaching styles, and the design of units reflecting the aims and objectives within the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in music or background.

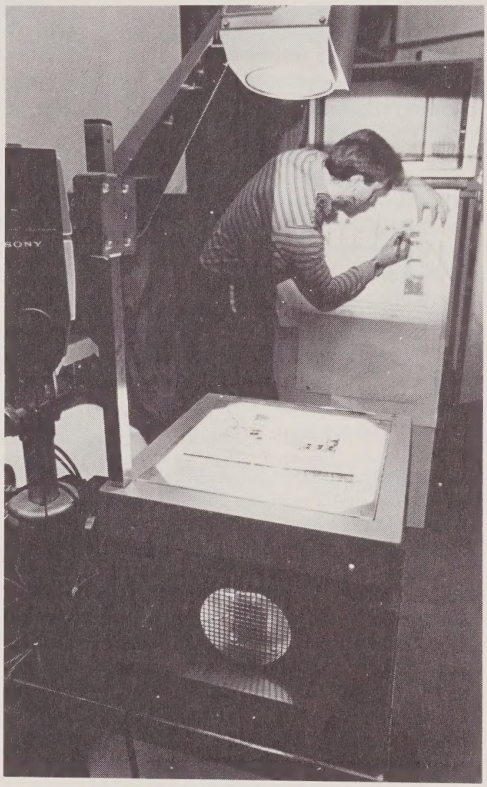


Photo by Ron Wood

Physical and Health Education

1251 Physical and Health Education Intermediate (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

1250 Physical and Health Education Intermediate/Senior (5 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.
Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Political Science

1260 Political Science Intermediate/Senior (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science Education

1301 Science Intermediate (2 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Two university courses (6 credits) in science.

1300 Science Intermediate/Senior (5 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques.
Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Two university courses (6 credits) in science.

Senior Education

9610 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 11).

Spanish

1310 Spanish Intermediate/Senior (4 hours)
A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in Spanish. Proficiency in spoken and written Spanish must be demonstrated when the course begins.

Visual Arts

1011 Visual Arts Intermediate (4 hours)
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

1010 Visual Arts Intermediate/Senior (7 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

Foundations

All Foundation courses are 2 hours per week.

Educational Administration

3050 Administration in the Modern School
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

3280 Administration of Adult Education
A study of the administration of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

3040 Evaluation of Student Performance
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

3030 The Individual Student and the School Program
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions, Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Educational Psychology

3260 Contemporary Issues in Educational Psychology
The development of skills for observing and analyzing teaching/learning behaviour, and reporting research results. Models of learning and motivation are developed for their application to classroom teaching and discipline. Depending on the interests of class members, such contemporary issues as values programming, right and left brain learning, and classroom stress will be selected for study.

3070 Learning and Human Behaviour
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

3110 Teaching—An Interpersonal Process
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

3100 Understanding Children and Youth
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

History, Philosophy, and Sociology of Education

3190 Authority and Freedom in School
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby illumine and confront one with the moral dimension of the school.

3130 Comparative Education
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

3200 The Development of Canadian Education
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

3160 School and Society
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy, and Sociology of Education)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

4010 Practice Teaching
Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Assignments are made in jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments 1985-86 Program

Divisional Boards of Education

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-Wentworth R.C.S.S.
Metropolitan Toronto R.C.S.S.
North York
Peel
Scarborough
Simcoe
Simcoe R.C.S.S.
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations

Metropolitan Toronto and Region Conservation Authority
University of Toronto Schools

Complementary Studies courses are the equivalent of 1 hour per week.

5020 Art and Interdisciplinary Studies
An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage interdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interest such as humanities, languages, science and technology. Background in art is not essential.

5540 Atypical Development
This course uses a model of human development to identify the common features of such disabilities as physical handicaps, mental retardation, emotional disturbance, and chronic health disorders. The concepts of coping, competence, and adaptation are employed to describe typical development, and to explore the nature and consequences of atypicality.

5040 Children's Literature
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling. story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with *Learning and Human Behaviour* 3070, or *Contemporary Issues in Educational Psychology* 3260.

5050 Communication Arts in Modern English
A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5070 Culture and Society as They Relate to the Teaching of French
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.

5080 Current Health Issues in School and Society
Experiential learning within groups will focus on such current health issues as: human relations, stress, changing roles of men and women, use and abuse of drugs, violence, child abuse, divorce, and death and dying.

5090 Design Education
Designing as a decision-making and problem-solving process, with reference to the impact of technological developments on the environment. Through practical design problems of an interdisciplinary nature, practice in project management will be provided. Teaching units and supporting resources of classroom use will be developed. May be taken only in combination with Industrial Arts 1170 or 1171.

5100 Diagnosis and Remediation of Learning Difficulties in Mathematics
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties, and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

5110 Drama in Elementary Education
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5490 Education and the Gifted
Candidates will explore identification procedures, curriculum, acceleration, teaching strategies, testing, and values education for the gifted.

5120 Educational Media
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

5140 Environmental Studies
An introductory course on the teaching of basic ecological principles, and the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environment pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems. May not be taken in combination with Environmental Science 1380.

5400 Explorations in Creative Learning and Teaching
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills in identifying and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities.

5450 Feature Films and TV in the Classroom
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as 'text' with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.
Not offered in 1985-86.

5150 French as a Second Language
The teaching of French as a Second Language (Core Program) from the earliest grades of elementary school. Candidates will examine the basic principles of general and structural linguistics and their application to second language teaching. Procedures specific to the various age levels and testing programs will be studied.
Prerequisites: This course is available only to students enrolled in Primary/Junior 1420. Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.
Not offered in 1985-86.

5151 French as a Second Language Junior
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in French Intermediate 1111.

5240 Language in the Schools
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical applications for the classroom.
Not offered in 1985-86.

5520 Life Skills for the Young Child and Adolescent
Resources and teaching strategies related to nutrition, clothing, family and consumer interests appropriate to the needs of pupils in the primary, junior and intermediate divisions. This is an activity-related course.

5030 Methods of Child Study
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multicultural/Intercultural Education
An examination of teaching strategies and techniques, and curriculum adaptations that are particularly relevant to multicultural and intercultural education. Emphasis will be on practical means of teaching students from a variety of cultural backgrounds in the regular classroom.

5550 Music—General (2 hours)
A course emphasizing creative activities associated with the development of conceptual awareness and aural sensitivity. Available only to students enrolled in *Music-Instrumental* (1230 or 1231) or *Music—Vocal* (1240 or 1241).

5200 Outdoor Education
An introductory course on the use of the outdoor environment in education, presented in lectures, seminars and field work. Emphasis will be on safe practices in outdoor programs. A $10 fee will be collected on the first day of the course to defray the cost of field trips. Students will have an opportunity to participate in additional outdoor experiences on an optional basis.

5300 Practical Skills for Constructing Teaching Aids
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, photography (including film and print developing), woodworking, and working with sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students.

5270 Recent Developments in the Teaching of Modern Languages
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

5500 Recreational Methematics
A critical examination of materials such as puzzles, games, and recreational publications, for enrichment and motivation primarily at the junior and intermediate levels. Classes consist of workshops, seminars, and media presentations. Emphasis will be on the development of learning materials.

5430 The Resource Centre and the Elementary School Teacher
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading.
Not offered in 1985-86.

5420 The Resource Centre and the Secondary School Teacher
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading.
Not offered in 1985-86.

5330 Speech—Passport to Communication
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.
Not offered in 1985-86.

5470 Teaching Current Events through the Media
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.
Not offered in 1985-86.

5440 Teaching Social Issues
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.
Not offered in 1985-86.

5060 Understanding and Personal Use of Computers
Designed for the individual who wishes to obtain an understanding of how computers work, where they are used, and how they relate to education. The course will be taught in a non-technical manner, and is open to all students; prior knowledge of computers is not required. Computing facilities including a microcomputer laboratory and an interactive computer system are available to students for practice and experimentation. The course will emphasize computer use in the learning process, and will include such areas as computer-assisted learning, computers in school administration, and computers for personal use, as well as potential uses of computers in the home.
Not offered in 1985-86.

5480 The Use of Graphic Illustrations in the Classroom
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations. Artistic ability is not a prerequisite.

5210 Values Education
An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.

Programs in Technological Studies

One-Year Program

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for six years.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, within five years subsequent to receiving this Diploma, submit to the Chairman of the Department of Technical and Industrial Arts proof of having been granted an approved degree from an accredited university.

Applicants must meet the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ministry;
2. One of:
   - five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   - a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of technological studies, of which no fewer than sixteen months must have been spent in continuous employment.
3. Proof of competence in one area of technological studies at both the basic and related advanced level, or in two areas of technological studies, both at the basic level.

Areas of Technological Studies

Basic Level	Advanced Level
Business	*Business*
Clerical Practice	Clerical Practice
Merchandising	Merchandising
Warehousing	Warehousing
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration, Air Conditioning, Heating	Refrigeration* Air Conditioning* Heating, Ventilation
Trowel Trades	Plaster Concrete Masonry
Woodwork	Carpentry Cabinet Making
Electrical	*Electrical*
Electricity	Electricity—Installation & Maintenance* Electrical Theory & Test †
Electronics	Electronics—Computer † Electronics—General †
Food Services	*Food Services*
Food Services	Baking Food Services Commercial Food Services Domestic Food Services †

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts
Horticulture	*Horticulture*
Horticulture—General	Horticulture—General
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics †
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Project Design	Project Design
Music	*Music*
Music	Music—Instrumental
	Music—Vocal
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
Home & Family Care	Home & Family Care †
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry Cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

* Requires Ministry of Colleges and Universities Certification of Qualification.

† Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

Spring Program

This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

Application Procedure

Full application instructions with details on admission may be obtained from the Chairman of the Department of Technical and Industrial Arts. Completed applications should be received by the Department not later than the second Friday in January, accompanied by:

- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name, if applicable.

Technical Proficiency Examinations

Candidates will be required to pass examinations in both the theory and practice of the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37 — 40.

Program of Studies

The Program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Complementary Studies
- Practice Teaching

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

6100 The Contemporary Classroom (3 hours)
This course will introduce three significant educational concerns: computer awareness, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning environment; the legal basis of education in Ontario and the regulatory, professional and curricular concerns that are derived from it; and, the nature of special education and approaches to accommodating the needs of exceptional students.

Curriculum and Instruction

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Introduction to Psychology for Teachers of Technological Studies (2 hours)
The application of educational psychology in the technological studies classroom. Areas explored include personal relations, development and adjustment, motivation, intelligence and its measurement, and the learning process, with emphasis on memory and forgetting. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Complementary Studies

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Practicum

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to make them up at the end of the session.

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.).

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.

b For applicants who have the O.T.C. without qualifications in technological studies but with one of
- five years of wage-earning business or industrial experience in an approved area of technological studies, or
- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment.*

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies who produce evidence of twelve months of business or industrial experience in the area for which the advanced level qualification is sought.*

3 Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies who have

a entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least
- three of the technological studies subjects listed on pages 25—26 including at least one at both the basic and the advanced level, or
- four of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Industrial Arts, Media, Multiculturalism in Education, Special Education, and Visual Arts.

b two years of successful teaching experience in technological studies in Ontario

c one year of full-time post-secondary education or equivalent

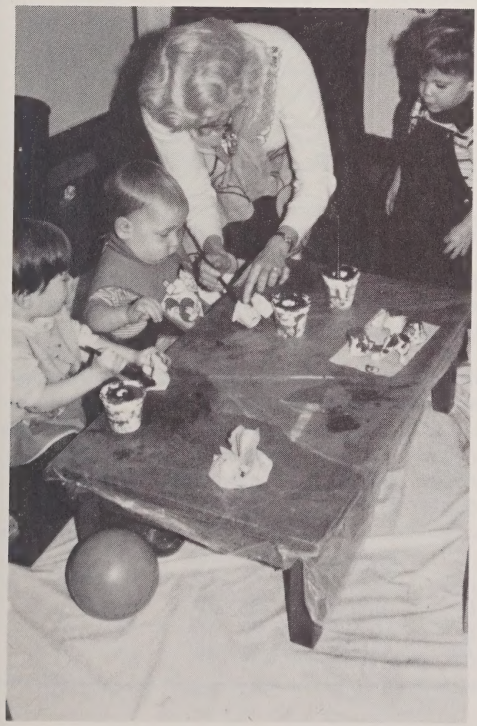
*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

The Institute of Child Study is a centre of professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study—the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.



While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Early Childhood Education.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete eleven full courses, including all required courses. Program requirements may be modified for students with prior professional training and experience.

Early Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three session qualification in Primary Education and in Special Education must demonstrate a knowledge of the acts and regulations respecting education in Ontario. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education, Part II.

One-Year Program
Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. This program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Continuing Education *Prospectus.*

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications, on forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name, if applicable
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits

Conditions for Final Standing

To be recommended for the Diploma in Child Study, a candidate must attain at least:

- a Credit *(CR)* in each practicum course
- an overall *B* average for all other courses with a minimum of a *D* grade in any one course.

To be recommended for the Ontario Teacher's Certificate, a candidate in Early Childhood Education must, in addition to attaining Diploma requirements, demonstrate a knowledge of the acts and regulations respecting education in Ontario.

Grades in practicum courses will be recorded as Credit *(CR)*/ No Credit *(NCR).*

Grades in all other courses will be recorded in the grade scale of *A, B, C, D, FX.*

The relationship of the grade, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80 - 100*	*87*
B	*Good*	*70 - 79*	*75*
C	*Adequate*	*60 - 69*	*65*
D	*Marginal*	*50 - 59*	*55*
FX	*Inadequate*	*0 - 49*	*25*

Early Childhood Education

Grade Scale for Complementary Studies

Grade	Letter Grade	Grade Meaning
Honours	*(H)*	*Outstanding*
Pass	*(P)*	*Satisfactory*
Fail	*(FL)*	*Unsatisfactory*

Grade Scale for Practicum

Grade	Letter Grade	Grade Meaning
Credit	*(CR)*	*Pass*
No Credit	*(NCR)*	*Fail*

On successful completion of the two-year program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year

2120 Introduction to Early Childhood Education
2121 Observation and Assessment of Young Children
2122 Curriculum Design and Implementation Part I
2124 Practicum
One elective: see below

Second Year

1003 Socialization, Social Development, and Family Life
2223 Curriculum Design and Implementation Part II
2230 Programming for Young Children
2231 Advanced Practicum
One elective: see below

Electives

1002 Child Development
1004 Prenatal and Infant Development
1011 Exceptional Children (second year only)
4060 Seminar and Practicum in Infant Care (second year only)
4062 Independent Study
4065 Day Care and Nursery School Administration

Any Complementary Studies course from the B.ED. Program (see pages 21–24).

NOTE: All students proceeding to the Ontario Teacher's Certificate must also demonstrate a knowledge of the acts and regulations respecting education in Ontario.

Details of Courses

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. A placement of two days per week in a school or clinical setting is required in the second year to permit the practice of the theories and techniques studied.

First Year

1002 Child Development
3140 Assessment of Children's Intellectual Functioning
3141 Assessment of Children's Emotional Functioning (half course)
3142 The Child in Educational Settings
3143 Family Dynamics
3144 Introduction to Facilitative Interviewing (half course)
One elective: see below

Second Year

3250 Principles of Child Management (half course)
3251 Selected Topics in Clinical Practice
3252 Counselling Individuals and Families (half course)
3253 Theories of Counselling (half course)
3255 Seminar and Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
One elective: see below

Electives

1004 Prenatal and Infant Development
1011 Exceptional Children
4061 Seminar and Practicum in Infant Assessment (second year only)
4062 Independent Study

1002 Child Development
An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

1003 Socialization, Social Development, and Family Life
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

1004 Prenatal and Infant Development
An examination of conditions during the prenatal and infant period of development that will have an impact on later behaviour. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored. Students will observe infants in various settings, including the Institute's Parent-Infant Centre.

1011 Exceptional Children
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

2120 Introduction to Early Childhood Education
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

2121 Observation and Assessment of Young Children
A course designed to help students gain competence in observing, recording, and assessing children's behaviour and development in diverse educational settings. Students will plan learning experiences for children based on these observations and assessments.

2122 Curriculum Design and Implementation, Part I
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

2124 Teaching Practicum
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement at the end of the academic year.

2223 Curriculum Design and Implementation, Part II
A study of education techniques, and the role fo the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

2230 Programming for Young Children
A course designed to familiarize students with various approaches to early childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

2231 Advanced Teaching Practicum
An opportunity to design and implement a program for children aged three to five who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

3140 Assessment of Children's Intellectual Functioning
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

3141 Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. Clear and effective report writing is emphasized.

3142 The Child in Educational Settings
An opportunity, in seminars and practicum, for students to learn to understand and interact effectively with children and teachers in the learning-teaching process. Emphasis will be on achieving competence in communication, observation, developmental assessment, and report-writing skills. Each student will spend time in two different educational settings, including the Institute's laboratory school.

3143 Family Dynamics
A study of approaches to family structure, functions, and values as articulated by various theorists. Different approaches to parent education, and their implications for child rearing will be examined. Students will participate in class discussions on family values and dynamics, and will conduct a structured interview with a family.

3144 Introduction to Facilitative Interviewing (half course)
An introduction to basic concepts of interpersonal theory. Through the use of video- and audio-taped interviews, students will become aware of attitudes and actions that may help or hinder them in relating to people seeking assistance with personal problems.

3250 Principles of Child Management (half course)
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

3251 Selected Topics in Clinical Practice
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; dreams in Freudian, Jungian, and Gestalt theory; adolescence; addictions.

3252 Counselling Individuals and Families (half course)
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

3253 Theories of Counselling (half course)
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

3255 Seminar and Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
An exploration of recent research that has implications for infant care. An eight-week practicum over the two-year period gives opportunities for students to become familiar with infant care programs. Knowledge of infant development is used to assess programs in day care and in homes. An infant stimulation program will be developed by students, and mental health studied and assessed by use of the Flint Infant Security Scale. Practicum will be arranged in the Institute's Parent-Infant Centre. Prerequisites: Course 1004 or equivalent. Students planning to take this course should arrange for one placement in an infant care setting in their first year.

4061 Seminar and Practicum in Infant Assessment
A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard developmental test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed. Prerequisite: Course 1004 or equivalent.

4062 Independent Study
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

4065 Day Care and Nursery School Administration
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.

Continuing Education

Additional Qualifications for Teachers who hold an Ontario Teacher's Certificate

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session specialist, and Honour Specialist courses. These courses are offered in the summer session and winter evening session, depending on resources and demand. For information on prerequisites in specific programs see the Faculty of Education's Continuing Education *Prospectus*.

One-Session Divisional
These courses are offered to holders of an approved university degree, who wish to acquire qualifications in an additional area:
- Primary
- Junior
- Intermediate
- Senior

One-Session Technological Studies—Basic Level
Applicants must have qualifications in technological studies or the requisite amount of work experience.

One-Session
- Associate Teacher
- Childhood Education
- Law

Three-Session Specialist
Applicants for the Primary, Junior or Intermediate Education courses must hold the basic qualifications for the division concerned and must also provide evidence of at least one year of successful teaching experience.
- Accounting
- Computers in the Classroom
- Co-operative Education
- Data Processing
- Dramatic Arts
- English as a Second Language
- Environmental Science
- French as a Second Language
- Guidance
- Home Economics
- Industrial Arts
- Intermediate Education
- Junior Education
- Librarianship
- Marketing
- Media
- Multiculturalism in Education
- Music—Instrumental
- Music—Vocal (P/J)
- Music—Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Secretarial
- Special Education
- Visual Arts

One-Session Honour Specialist
These courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification.
- Biology
- Chemistry
- Computer Science
- Dramatic Arts
- Economics
- English
- Environmental Science
- French
- Geography
- Geology
- German
- History
- Home Economics
- Italian
- Man in Society
- Mathematics
- Music
- Physical and Health Education
- Physics
- Political Science
- Science
- Spanish
- Visual Arts

Applications
Registrar's Office, Faculty of Education
(978-2316)

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specializations are currently available in English, Geography, Mathematics, Physics, and School Librarianship.

Admission Requirements

1 A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.
2 At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows
— two integrated courses
— one special course in educational aspects of the core discipline
— one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries regarding Specializations

English

Professor R. Shephard (416) 978-3228

Geography

Professor R. Baine (416) 978-3435

Mathematics

Professor L. Ridge (416) 978-3235

Physics

Professor W. Andrews (416) 978-3246

School Librarianship

Professor J. Greig (416) 978-5261

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto M5S 1A1

Faculty and University Information

Attendance
Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Grading Practices
During the first week of each course, instructors will inform the class, both orally and in writing, of their evaluation procedures, and will provide:
- a list of all assignments, with their due dates;
- the weighting factor or percentage allotment for each course requirement;
- a statement of the procedure used to determine final grades;
- a description of the format and nature of the final examination (where applicable).

After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course, and the approval of the Dean's Committee on Grading Practices.

Commentary, appropriate in the instructor's judgement, on assessed term work will be made available to students, with time for its discussion.

Grades, as an expression of the instructor's best judgement of each student's overall performance in a course, will not be determined by any system of quotas.

All final course grades submitted by instructors will be reviewed by a Dean's committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions for Final Standing
Candidates will be evaluated on all five parts of the program: Curriculum and Instruction, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, *The Contemporary Classroom.*

Grades in the Curriculum and Instruction subjects and Foundations will be reported in the letter grade scale of *A, B, C, D, FX.* Grades in the Complementary Studies courses will be reported in the grade scale of Honours/Pass/Fail *(H/P/FL).* Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit *(CR)* and a final Fail grade as a No Credit *(NCR).* Grades in the Contemporary Classroom will be reported as a Credit *(CR)* or No Credit *(NCR).*
The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundations Courses

Grade	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80—100*	*87*
B	*Good*	*70— 79*	*75*
C	*Adequate*	*60— 69*	*65*
D	*Marginal*	*50— 59*	*55*
FX	*Inadequate*	*0— 49*	*25*

Grade Scale for Complementary Studies
Honours/Pass/Fail *(H/P/FL)*

Grade	*Grade Meaning*
H	*Outstanding*
P	*Satisfactory*
FL	*Unsatisfactory*

Grade Scale for Practice Teaching and The Contemporary Classroom
Credit/No Credit *(CR/NCR)*

Grade	*Grade Meaning*
CR	*Pass*
NCR	*Fail*

To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:
1. a minimum of *C* average in each of the following parts of the program:
   - *Curriculum and Instruction**
   - *Foundations*
2. a minimum of *D* grade in each course in:
   - *Curriculum and Instruction**
   - *Foundations*
3. an Honours or Pass grade in:
   - The *Complementary Studies* course
4. a Credit *(CR)* in:
   - *Practice Teaching***
   - *The Contemporary Classroom*

*For Junior/Intermediate candidates the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

**To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must receive a Pass in all four sessions of practice teaching. Currently practice teaching in the Faculty consists of four sessions of eleven days each. A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching after the completion of the academic year, subject to review and approval of the Practice Teaching Department. This opportunity will be given only once. A candidate who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate. Such a candidate will not be given the opportunity to do any supplementary practice teaching to raise the grade.

Supplemental Privileges

A candidate may be granted supplemental privileges in a course in which an *FX* or *FL* has been received. This privilege is limited to a maximum of two courses, of which only one may be a Curriculum and Instruction course.

A candidate who receives a *D* grade in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the *D* grade has reduced the average in that part to less than *C*.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges must qualify in one of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination during August;
2 by otherwise satisfying the requirements of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Appeals

There is a five-stage appeals procedure. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:

— the department chairperson
—the Appeals Committee of the Faculty Council
— the Divisional Committee of the Faculty
— the Academic Appeals Board

An appeal to the Academic Appeals Board shall normally be launched by filing a notice of appeal with the Secretary of the Board no later than six months after the decision which is being appealed has been communicated in writing to the appellant.

At the first three levels, the appellant must initiate the appeal within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may be obtained from the Registrar's Office.

Academic Sanctions

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education certificates, students must have discharged all recognized University obligations: tuition and incidental fees, residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, and charges for unreturned or damaged instruments, materials and equipment.

For students who have any such obligations outstanding, the University will not issue statements of results or official transcripts of records, will not release diplomas or make recommendations for Ministry of Education teaching certificates, will not provide oral confirmation or written certification of degree status in response to external enquiries and will not permit further registration in the University until such time as the obligations have been cleared.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Access to Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto*, students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this policy is available in the Registrar's office.

1 *Access by a student*
i A student may examine and have copies made of his/her academic record, with the exception of those portions of the record which comprise the application for admission to the academic division concerned and supporting documents and letters of reference, which have been provided on the understanding that they shall be maintained in confidence.
ii A student's request to examine any part of his/her official student record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.
iii A student has the right to challenge the accuracy of his/her academic record, with the exception of the material specifically excluded in (1) *(i)* above, and to have the official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments would not necessarily appear on official academic reports such as the transcript or statement of results.

2 *Access by University staff*
Members of the teaching and administrative staff of the University shall have access to relevant portions of a student's academic record for purposes related to the performance of their duties.
Access to medical information shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

3 *Access by University campus organizations*
Recognized campus organizations in the University of Toronto shall have access to the information referred to in (4) *(i) below as* well as to the residence address and telephone number of students named by that organization for the legitimate internal use of that organization.

4 *Access by others*
i By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquirers:
— The academic division(s) and the session(s) in which a student is or has been registered,
— degree(s) received and date(s) of convocation.
ii Any other information contained in the academic record of a student, including the student's comments generated under (1)*(iii)* above but with the exception of the material specifically excluded in (1)*(i)*, shall be released to other persons and agencies only with the student's prior expressed written consent, or on presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Colleges and Universities for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division.
iii General statistical material drawn from academic records not disclosing the identities of students may be released for research and informational purposes by the academic division maintaining these records.

5 *Custody of student academic records*
Academic records are normally under the custodial responsibility of the academic division. When the academic records have fulfilled the purpose for which they were collected, the retained documents shall be deposited in the University Archives. Fifty years after a student has ceased to be registered all records including those which have been retained by any division or office

Fees 1985-1986

of the University become the responsibility of the University Archivist and become open to researchers authorized by the University of Toronto.

University Discipline

1 *Academic*
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, and the evaluation of a student's work by irrelevant criteria. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Affairs Committee of the Governing Council.

2 *Discipline in non-academic matters*
The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Students		*New Visa Students*
Academic fee	$1 215.00	$7 470.00
Campus services	$ 127.25	$ 127.25
Student society fees	$ 38.25	$ 38.25
Total fee payable	$1 380.50	$7 635.50
First instalment due Sept. 6*	$ 895.00	$4 648.00

*A $50 deposit must be paid by applicants before final confirmation of admission, and will be deducted from the total fee, or first instalment.

NOTE:

1 At least the first instalment of fees must be paid before a student card will be issued.
2 Commencing September 15 all outstanding balances regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.
3 A special fee of $10 will be collected on the first day of the course *Outdoor Education* 5200, to defray the cost of field trips.
4 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Supplemental Examinations	
For each supplemental examination in any course	$20.00

Part-time Students		*New Visa Students*
Academic fee full course	$ 243.00	$1 494.00
Regular session, incidental fee	$ 35.50	$ 35.50

GOVERNMENT FINANCIAL AID

Full-Time Students
The Ontario Student Assistance Program *(OSAP)* is available to Ontario students who are Canadian citizens or permanent residents, to assist them in meeting their educational costs. *OSAP* includes both non-repayable grants and loan assistance. *OSAP* loans are interest-free and need not be repaid until six months after the recipient has graduated or ceased to be a full-time student. Information concerning the eligibility and assessment criteria may be obtained from the Office of Student Awards, University of Toronto, Simcoe Hall, Room 107, (978-2204). Application forms are available from the Faculty Awards Officer and from the Office of Student Awards.

Students from other Canadian provinces should apply through their provincial financial aid authority. The Office of Student Awards can provide addresses and, in many cases, application forms.

Part-Time Students
Part-time students may also qualify for *OSAP* assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has recently established a new loan program for part-time students taking less then a 60% courseload. Unlike *OSAP* loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated. Further information and application forms may be obtained from the Faculty Awards Officer or from the Office of Student Awards.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational costs such as tuition, books, and transportation. Students wishing to apply should contact the Office of Student Awards.

Bursaries for Second-Language Teachers
Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary
The Council of the Faculty of Education offers bursaries ranging in value from $200 to $600 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

R.D. Phillips Memorial Loan Fund
This loan fund was established by contributions made by technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department who demonstrate financial need. Applications should be made to the Chairman of the Department.

University of Toronto Alumni Association Loan Fund
Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 47 Willcocks Street, Toronto M5S 1A1 (978-2366).

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. Each will receive a bronze sculpture of a young person gazing in wonder at an object — a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

The students and staff of the Faculty of Education annually recognize a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty. The award is made in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974. For it, the same sculpture as the one for the Awards of Honour will be presented.

Dean's Honour List

Recognition is given annually to those graduates who have attained an A in each Curriculum and Instruction course and Foundations course, Honours in the Complementary Studies course and Credit in Practice Teaching and The Contemporary Classroom course.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the Institute of Child Study. A total of $1000 to be awarded annually to one or two candidates for the Diploma in Child Study, on the basis of scholastic attainment; financial need may be a consideration. Selection to be made by the Awards Committee of the Institute of Child Study. Applications not required.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $5 000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Student Achievement Award

Offered by Mrs. M.D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. The award will be made in September each year to a student who has completed Part I of the three-session additional qualification course in Guidance at the Faculty of Education, University of Toronto, taken in the winter evening or summer program immediately preceding the September in which the award is made. It will be given for distinction in scholarship and potential contribution to the development of guidance and counselling in Ontario schools. The recipient of the award (value $500) must satisfy the Dean and the Chairman of the Counsellor Education Department that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

P.A. Petrie Huron County Scholarship

This award (approximate value $1 250) was established by a bequest from the late Mrs. Helen M. Petrie in memory of Prof. P.A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education degree (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of this Department. It is awarded annually to the student in the Technological Studies Program who achieves the highest academic average.

Percy H. Taçon Memorial Bursary

Established by Mrs. P.H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970. The bursary, in the amount of $500, will be awarded annually on the basis of financial need to a deserving student registered in the Visual Arts option of the B.ED./O.T.C. Program. Candidates must apply to the Awards Committee of the Faculty by November 1.

The A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Education. The plaque awarded is a memorial to Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music

The Don Wright Charitable Foundation has established a scholarship in the amount of $600 to be awarded annually to a student enrolled in music who has a strong interest in developing young voices in the grades of the junior and intermediate divisions.

Don Wright Scholarship in Music Education

The Don Wright Charitable Foundation has established a scholarship in the amount of $600 to be awarded annually to a student enrolled in music who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, an educational media centre with a television studio, a theatre studio, and a computer centre.

The Library houses a collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. Its collection of mounted pictures, filmstrips, slides, recordings, and kits is available to students for use both at the Faculty and in their practice teaching assignments. Facilities for previewing audiovisual aids are provided.

The Faculty's Health Centre, with a registered nurse in charge, offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

A speech consultant offers weekly classes in developing projection and variety of the voice. Students unable to attend these classes because of timetable conflicts may arrange for individual consultations. (On leave 1985-86)

Faculty of Education Student Union

The Student Union acts on behalf of the students in matters relating to the Faculty program, and organizes extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office at 703 Spadina Avenue.

Through their Union, the students have representatives on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Welcome to University of Toronto.* This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the Services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: Lists of rooms, apartments, and houses for immediate occupancy are displayed in the Housing Service office. Information on and applications for unfurnished apartments at 30 and 35 Charles Street, designed to accommodate married students, may be obtained from the Housing Service, 49 St. George Street, Toronto M5S 1A1.

Other accommodation: Tartu College, a private student residence, offers accommodation for single students. Inquiries should be addressed to Tartu College, 310 Bloor Street West, Toronto M5S 1W4 (925-9405).
Campus Co-operative Residence, Inc. offers accommodation for graduate and undergraduate students. Address inquiries to 395 Huron Street, Toronto M5S 2G5 (979-2161).

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

The *Guidance Centre* publishes and distributes standardized tests, books, and periodicals related to general education, occupational information monographs, and other educational materials for teachers and guidance counsellors.

Officers of the University

Chancellor
G. Ignatieff, C.C., M.A., LL.D., D.C.L., D.LITT.S.

Chairman of the Governing Council
St. Clair Balfour, D.S.C., B.A., LL.D.

President
G.E. Connell, B.A., PH.D., LL.D., F.R.S.C.

Vice-President and Provost
F. Iacobucci, B.COM., LL.B., DIP. INT. LAW

Vice-President, Research and Government Relations
D.M. Nowlan, B.SC., M.A., PH.D.

Vice-President, Business Affairs
A.C. Pathy, Q.C., B.A.SC.

Secretary of the Governing Council
J.G. Dimond, M.A., PH.D.

Vice-Provost, Professional Faculties
R.N. Wolff, B.SC., M.B.A., D.B.A.

Assistant Vice-President, Student Affairs
E.A. McKee, M.A.

Chief Librarian
Marilyn J. Sharrow, B.S., M.A.L.S.

University Ombudsman
E. Hoffman, B.A.

Director of Alumni Affairs
E.B.M. Pinnington, B.A.

Director of Athletics & Recreation
G.W. Chapman, B.SC. (Phys. Ed.), M.SC.

Director of Career Counselling & Placement Centre
R. Frankle, B.A.

Warden of Hart House
R.M.H. Alway, M.A., PHIL.M.

Director of Health Services
D.R.F. Smith, M.D., C.C.F.P.

Director of Housing Service
S.A. Mason, M.A.

Director of International Student Centre
E. Paterson, B.A.

Director of Student Awards
K.J. Swift, B.SC.

Award Winners 1984

Awards of Honour

Primary/Junior Award of Honour . . . . . Laurie S. Farrance
Junior/Intermediate Award of Honour . . . . . Gordon R. Wagner
Intermediate/Senior Award of Honour . . . . . Stephen L. Hatfield

Award for Outstanding Contribution

Award for Outstanding Contribution
to the Life of the Faculty . . . . . Marilyn J. Calderone

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1985

January

S	M	T	W	T	F	S
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July

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August

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1987

January

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27	28	29	30			

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Faculty of Education

University of Toronto

Calendar

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80th ANNIVERSARY YEAR

1986/87

Notice

Curriculum

At the time of printing, the courses described in this calendar are those intended to be offered in the academic year 1986-87. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but this cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course described in this calendar in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Admissions
416-978-5577

Continuing Education
416-978-2316

Institute of Child Study
416-978-3457

Technical and Industrial Arts
416-978-3200

Faculty of Education

University of Toronto

Calendar

1986/87

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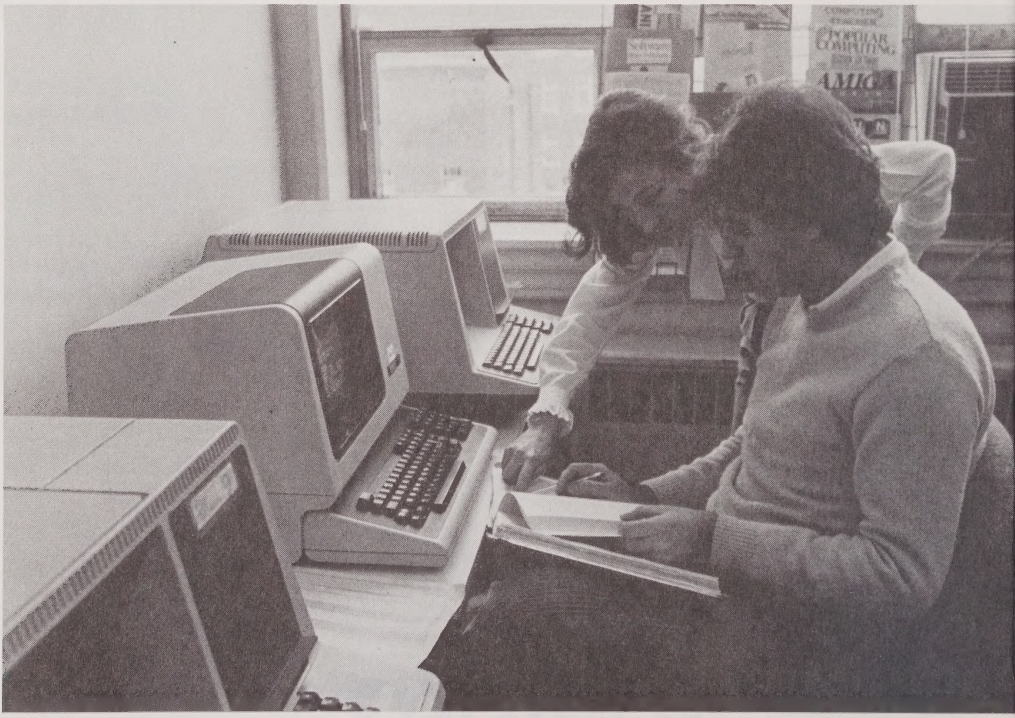


Photo by Ron Wo

Sessional Dates 1986-87

1986

July 2—29	Summer Session
September 3, 4	Registration B.Ed. Program
September 8	Classes begin
September 19	Last day for course changes
October 13	Thanksgiving Day — Faculty closed
October 10—24	Practice Teaching
November 7—21	Practice Teaching
December 3	Employment Day — no classes
December 12	Classes end
December 15	Study Day
December 16—19	Examinations

1987

January 5	Classes resume
January 15	Second instalment of fees due
January 12—23	Annual Student Art Exhibition
February 6—20	Practice Teaching
February 23—27	Reading Week
March 27—April 10	Practice Teaching
April 16	Classes end
April 17	Good Friday — Faculty closed
April 20, 21, 22	Study Days
April 23—30	Examinations

Faculty of Education Staff 1985-86

Note: Degrees are from the University of Toronto unless otherwise stated.

Dean
J.W. MacDonald, B.A. (CAR.), M.A., ED.D. (HARV.).

Associate Dean
M.A. Millar, B.A. (QU.), B.P.E. (McM.), M.ED. (QU.).

Registrar
C.J. Lundy, B.A. (S.G.W.)

Admissions and Universities Liaison Officer
G.A. Whyte, B.A. (CAR.), B.J. (CAR.)

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
H.O. Barrett, C.D., B.A., D.PAED., F.O.T.F.
G.H. Boyes, M.A. (*Ob.* March 1986)
R.S. Harris, M.A., PH.D. (MICH.), HON. D.LIT. (W.ONT.)
W.B. MacLean, M.A. (McM.)
J.M. Paton, M.A., D.PAED., F.C.C.T.
A.F. Skinner, B.SC., (ST A.), M.A. (ST A.), M.A. (COL.), PH.D. (ST A.)
G.E. Tait, B.A., B.PAED., ED.D.

Art Education
J.A.M. Emerson, M.A. *Assoc. Prof.*
R. Scramek, B.A., M.A.E. (R.I. SCH. DESIGN) *Assoc. Prof.*
P. Briggs, B.S.I.E. (WAYNE ST.) *Sr. Tutor*

Business Studies
R.B. Wilson, B.Com. (DAL.), M.S.T. (MINN.) *Assoc. Prof.*
B.E. Conchie, B.A. (SASK.), Assoc. Prof.

Computer Services and Staff Development
L.J. LaFave, B.ED., (ILL. ST. COLL.), M.B.A. (ROOSEVELT) *Prof.*

Computer Studies
D.W. Garth, B.COM. (QU) *Assoc. Prof.*
G.D. Milbrandt, B.S.ED. (N.ILL.), M.ED. (N. ILL.) *Assoc. Prof.*

Continuing Education and Student Services
G.W. Hunt, B.A., M.ED., ED.D. (U.S. INT.) *Assoc. Prof.*

Counsellor Education
P.A. Manuel, B.A., M.ED. *Assoc. Prof.*
B.R. Eardley, B.S. (PENN. ST.), M.ED. (PENN. ST.) *Assoc. Prof.*

Dramatic Arts
D.W. Booth, B.A., (McM), M.ED. (DURH.) *Prof.*

Educational Administration
A.T. Sheehan, B.A., M.ED., PH.D., F.C.C.T. *Prof.*
V.K. Gilbert, B.SC. (SYD.), M.ED.,, PH.D. (BRIST.) *Prof.*
M.F. Grapko, B.A. (MANIT.), M.A., PH.D. *Prof.*
J.D. Wood, M.A., PH.D., A.R.C.T. *Prof.*
R.A. Martin, B.A.SC., M.ED., PH.D. *Assoc. Prof.*

Educational Psychology
C.C. Brodeur, MA. (FORDHAM), M.A. PHIL), PH.D. *Assoc. Prof.*
R.W. Dent, M.A., PH.D., (MICH. ST.) *Prof.*
S.L. Kong, C.M., B.A. (KUA KIU), M.ED. (OTT), PH.D. (OTT.) *Prof.*
D.S.J. Shackel, M.A. (HONS), (CANT.), PH.D. *Prof.*
C. Tan-Willman, B.S.E. (PHIL. NORM). M.A. (PHIL. WOMEN'S), M.A. (MINN.), PH.D. (MINN.) *Prof.*
A.B. Durell, M.A., PH.D. *Assoc. Prof.*

Educational Research and Graduate Studies
J.W. Greig, B.A. (QU), M.ED., ED.D. (HARV.) *Prof.*

Elementary Education
J.W. Fair, B.A. (McM.), B.P.E. (McM.), M.ED., PH.D. *Prof.*

English
R.T. Shepard, M.A., ED.D. (HAWAII) *Prof.*
J.L. Aitken, B.A., M.A. (DAL.) PH.D. *Prof.*
A.C. Coman, M.A. (ORD. EDIN.), M.A. (HONS EDIN.), M.A. *Prof.*
J.H. Stevens, M.A. *Prof.*
A.A. Bowers, B.A., M.ED. (QU.) *Assoc. Prof.*
J. Laird, B.A. *Assoc. Prof.*

Geography
R.P. Baine, M.A. *Prof.*
U. Elliott, B.A. (LOND.), M.A. (W. ONT.), B.ED. *Prof.*
W.E. Sager, C.D., B.A. *Prof.*

Guidance Centre
L. Miller, B.A. (DAL.), M.A. (EDIN.), PH.D. (EDIN.) *Director*

History and the Social Sciences
J.D. Thexton, M.A. (EDIN). M.A. (OTT.), PH.D. (OHIO) *Assoc. Prof.*
G. Smith, MA. (QU.) *Prof.*
R.W.P. Bowles, B.A. *Assoc. Prof.*
L.R. Hill, M.A. *Assoc. Prof.*

History, Philosophy and Sociology Education
K.A. McLeod, B.A. (SASK.), M.ED. (SASK), PH.D. *Prof.*
G.W. Bancroft, B.A. (MC G.), M.ED., PH.D. *Prof.*
L.J. Stott, B.ED. (ALTA), PH.D. (CALGARY), *Prof.*
T.W. Goodenough, B.A. (S.G.W.), B.A. (CANTAB.), M.A. (ALTA.) *Assoc. Prof.*
R. Pike, B.S.W., M.A., PH.D. *Assoc. Prof.*
S.T. Rusak, B.A. (ALTA), M.ED. (ALTA), PH.D. (ALTA). *Assoc. Prof.*

Home Economics
A.M. Warner, B.A. (W. ONT.), M.S. (CORN.), *Assoc. Prof.*
H.A. Yeager, B.H.SC., M.ED. *Assoc. Prof.*
M. Villers, M.A. (LEEDS), *Asst. Prof.*

Institute of Child Study
A. Schermann, M.Sc. (CAPE T.) *Assoc. Prof.*
B. Flint, M.A., DIP. C.S. *Prof.*
R.J. Volpe, B.A. (AKRON), M.A. (KENT ST.), PH.D. (ALTA). *Prof.*
A.J. Biemiller, B.A. (HARV.) M.S. (CORN.), PH.D. (CORN.) *Assoc. Prof.*
J.P. Klein, B.A. (CORN.), M.A., PH.D. *Assoc. Prof.*
D. Levinson, B.A. (IOWA), M.A. (CAR.), PH.D. (McG.) *Assoc. Prof.*
J. Hardacre, B.A., M.ED., DIP C.S. *Sr. Tutor*
M.A. Penner, B.A., M.ED., DIP. C.S. *Tutor*
H. Stollery-Cronin, B.A. *Tutor*
P. Karal, M.A., PH.D. *Lecturer (part-time)*

Institute of Child Study Laboratory School
A.C. Cassidy, B.A. (MONTR.), DIP. C.S.
C. Dehenne, B.A., B.ED.
R.L. Ethier, B.A. (CONCORDIA), M.ED.
H.R. Gilman, B.A. (TRENT), M.A.
E.A. Hunter
M.A. Jaffary, B.A., DIP. C.S.
S. Kondo, B.A. (YORK), M.ED. (WINDSOR)
A.E. Tough, M.A.

Library
D.C. George, B.A., B.L.S. *Head Librarian*
S.R. Dyas-Correia, B.A., (YORK), M.L.S. *Librarian*
M.H. Fitzpatrick, B.A., M.L.S. *Librarian (part-time)*

Mathematics Education
H.L. Ridge, B.SC. (McM), M.A. (YORK), PH.D. (CONN) *Prof.*
D.W. Alexander, B.A., M.SC., ED.D. (SUNY) *Prof.*
F. Ebos, M.SC. (McM) *Prof.*
D.L. Fraser, B.SC. (McM), B.ED., M.A. *Prof.*
S.K. Harburn, B.SC. (ALTA), M.ED. (SUNY) *Assoc. Prof.*

Modern Language Education
H. Hainsworth, M.A. *Assoc. Prof.*
R.R. Roy, B.PHIL. (OTT.), M.A. (LAVAL) *Assoc. Prof.*
R. Hrubi, DIP. PROF. FR. I'ET. (I.P.F.E., SORBONNE) *Sr. Tutor*

Music
N. Kuzmich, MUS.BAC., M.A., B.ED., *Prof.*
C.A. Hennessy, B.A. (McM.) M.ED., ED.D. *Sr. Tutor*

Physical and Health Education
D.F. Fawcett, B.P.H.E., M.A. (S. CALIF.) *Assoc. Prof.*
F.J.M. Collard, B.A., B.P.H.E., M.SC. *Assoc. Prof.*
P.B. Robertson, B.A., B.P.H.E., M.ED. *Assoc. Prof.*

Practice Teaching
F. Blostein, B.A. (MANIT.) B.L.S. *Assoc. Prof.*
R.G. Burfield, B.A., B.ED. *Assoc. Prof.*

School Librarianship
R.J. Smith, B.A., M.L.S. *Assoc. Prof.*

Science Education
W.A. Andrews, M.SC. (W. ONT.) B.ED. *Prof.*
D.I. Galbraith, B.SC. (W. ONT.) M.ED. *Prof.*
H.M. Lang, B.A. (McM.), M.ED. *Prof.*
T.J.E. Wolfe, B.S.A., M.ED. *Prof.*

Special Education
H.D. Gutteridge, M.A. *Assoc. Prof.*
K.J. Weber, B.A., M.SC. (ED). (GUELPH) *Prof.*
D.R. Fleming, B.A. (McM.), M.ED., ED.D. *Sr. Tutor*

Speech Consultant
E. Crampton, (*Ob.* March 1986) *Senior Tutor*

Technical and Industrial Arts
A. Gaydos, B.A., M.ED., PH.D. (OHIO ST.) *Assoc. Prof.*
I.T. Malloch, B.A. (Mc M.), M.S.ED. (NIAG.), PH.D. (OHIO ST.) *Assoc. Prof.*
H.J. Taylor, B.A., B.ED., M.S.ED. (NIAG.) *Assoc. Prof.*
C.H. Wall, B.A., B.ED., M.A. (YORK), PH.D. (YORK) *Assoc. Prof.*
W.J. Watson, B.A., M.SC., M.ED. *Assoc. Prof.*
R.W. Wilson, B.SC. (McG.), M.SC. (N.Y. ST.), M.I.E.E. *Assoc. Prof.*

University of Toronto Schools
W.G.J. Warden, B.A. (W.ONT.), M.A. (WINDSOR) *Principal*
D.J. Laurenson, B.SC. (AUCK.), M. MATH (WAT.) *Ass't Principal*
D. Aliferis, B.A., M.A. (YORK), B.ED.
S. Baker, B.A., B.ED.
O.G. Barrett, B.P.H.E., B.ED.
T.J. Boucher, B.A. (MICH. ST.), M.S.L.S. (COL.)
D.F. Boutros, B.A. (ALEXANDRIA)
J. Buchan, B.A. (WILF. LAURIER), M.A. (WINDSOR)
M.U. Collier, B.A. (YORK), M.A., B.ED.
D.T. Dingle, B.A.SC., B.D. (HARV.)
L.S. Duckworth, B.A., B.ED.
J.A. Fautley, MUS.BAC., B.ED.
G.A. Fleming, B.A., M.ED.
N.D. Fox, B.COMM.
P.F.L. Gallant, B.A. (LAVAL), M.A.
M.P. Gendron, M.A.
Y.E. Lacey, B.A.
B. Le Gresley, B.A., M.Ed.
N.E. Maier, B.A., M.A. (BR. COL.)
H.C. Maynard, M.A.
N.T. McLean, B.A.
R. Mehringer, M.A. (CAR.), B.ED.
J.H. Mills, M.A. (QU.), B.ED.
R.J. Moorfield, M.A.
C.W.M. Pace, B.A. (W. ONT)., B.S.W., M.ED.
A.M. Pereira-Castillo, B.A. (McM), M.A., B.ED.
J.A. Ryan, B.E.S. (WAT.), B.ED.
F.M. Speed, B.SC. (LOND.), B.ED. (LOND.), M.ED., DIP. PH. (BIRM.)
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of eduation were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated as the Ontario College of Education, University of Toronto.

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated, and in 1980-81 master's programs in geography, physics, and school librarianship were added.

In 1986 the Faculty of Education marks its 80th anniversary; it is the oldest continuing institution for teacher education in Ontario.

Deans of the Faculty of Education

W. Packenham	1907 — 1934
J.G. Althouse	1934 — 1944
A.C. Lewis	1944 — 1958
B.C. Diltz	1958 — 1963
D.F. Dadson	1963 — 1973
H.O. Barrett	1974
J.C. Ricker	1975 — 1981
J.W. MacDonald	1981 —

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, a Master of Arts/Science in Teaching degree is available.

Full-Time Programs

Bachelor of Education Degree

Primary/Junior
or
Junior/Intermediate
or
Intermediate/Senior

Diploma in Technical Education (Dip.T.E.)

Diploma in Child Study (Dip.C.S.)

Child Assessment and Counselling*
or
Early Childhood Education

*This area of concentration does not lead to the Ontario Teacher's Certificate.

Admission

Academic and other admission requirements are listed under the individual programs.

Language Regulations

An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in Canadian elementary or secondary schools. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for six years.

Admission of International Students

The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admission as the Council of the Faculty may determine.

Bachelor of Education and Ontario Teacher's Certificate Program

Applicant Procedure

Application forms and full instructions for applying may be obtained from the Faculty of Registrar. Forms are also available on request from most Ontario university placement offices, normally beginning in October of the year prior to registration.

Documentation

Each appliant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name, if applicable.

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average, and to those with relevant experience, such as work with children and adolescents, which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Change of Courses

The last date for changing optional subjects or courses will be September 19, thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages

For complementary studies courses taken in the second semester, the last date for changing will be January 9.

The program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

The Contemporary Classroom

6100 The Contemporary Classroom
All candidates proceeding to the Bachelor of Education degree are required to take this course.

Curriculum and Instruction

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 13)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior
This program integrates the content of *Primary Education* 1400 and *Junior Education* 1410 in one course, *Primary/Junior Education* 1420.

Two alternative programs are open to candidates in the Primary/Junior division. These options allow students to experience the integration of theory and practice in an extended S.T.E.P. of two days per week. Students (to a maximum of 30) accepted for Option I take most of their courses at an elementary school selected for its ability to support a program of teacher education. Candidates accepted (to a maximum of 50) in Option II take their courses at the Faculty of Education site and their extended S.T.E.P. in nearby elementary schools.

Candidates may apply for one of these options at the time of course selection. Both alternatives follow a program which parallels that of the conventional Primary/Junior division.

Junior/Intermediate
This program comprises three courses: *Junior Education* 1410, *Intermediate Education* 1430 and one Intermediate Curriculum and Instruction course from those listed below. The content of 1410 and 1430 will be integrated in one course *Junior/Intermediate* 1450.

- English 1101
- French 1111
- Geography 1441
- History 1151
- Home Economics 1161
- †Industrial Arts 1171
- Mathematics 1221
- Music—Instrumental 1231
- Music—Vocal 1241
- †Physical and Health Education 1251
- Science 1301
- Visual Arts 1011

Intermediate/Senior
This program comprises two courses from those listed below:

- *†Business Studies
  - Accounting 1340
  - Data Processing 1350
  - Marketing 1360
  - Secretarial 1370
- †Computer Science 1040
- †Dramatic Arts 1070
- Economics 1080
- English 1100
- †Environmental Science 1380
- French 1110
- Geography 1440
- German 1140
- History 1150
- Home Economics 1160
- †Industrial Arts 1170
- Italian 1190
- Man in Society 1270
- Mathematics 1220
- Music—Instrumental 1230
- Music—Vocal 1240
- Physical and Health Education 1250
- Political Science 1260
- Science 1300
- Spanish 1310
- Visual Arts 1010

The Intermediate/Senior, In-School, Integrated Study Option
This option is open to candidates in the Intermediate/Senior division who are enrolled in a Curriculum and Instruction course offered by a department participating in the option. It may be exercised in no more than *one* of the candidate's two Curriculum and Instruction courses. The candidate normally will spend one day per in-Faculty week with a co-operating teacher in a school in the greater Toronto area. These weekly visits will be in addition to the in-school experience gained by the candidate during his or her regular practice teaching schedule. The purpose of the option is to provide the candidate with further experience in three levels of participation: observation, teaching, and unit design. The design of the unit is a co-operative effort among the candidate, the co-operating teacher in the school, and the Faculty instructor(s) concerned. The unit is taught to a class or classes with which the candidate has become familiar through the in-school visits during the year, usually in Session III or IV of the regular practice teaching schedule. As a result, a closer relationship between theory and practice may be effected. Participation in this option, the selection of candidates, co-operating teachers and schools, and the particular approach to be taken, are departmental prerogatives.

*Candidates selecting Business Studies must choose both their courses from this category.
†There are no academic prerequisites for these courses.

Foundations

Candidates will take three Foundations courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy and Sociology of Education.

Educational Administration
Administration in the Modern School 3050
Administration of Adult Education 3280
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology
Contemporary Issues in Educational Psychology 3260
Learning and Human Behaviour 3070
Teaching—an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy and Sociology of Education
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
Developing a Personal Philosophy of Education 3140
The Development of Canadian Education 3200
School and Society 3160
Individual Research Project (History, Philosophy and Sociology of Education) 3240

Practicum

4010 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

Complementary Studies

Candidates will select one of the following courses:

Art and Interdisciplinary Studies 5020
Atypical Development 5540
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Culture and Society as They Relate to the Teaching of French 5070
Current Health Issues in School and Society 5080
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Drama in Elementary Education 5110
Education of the Gifted 5490
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
Feature Films and TV in the Classroom 5450
French as a Second Language Junior 5151
Life Skills for Elementary and Secondary Students 5520
Methods of Child Study 5030
Multicultural/Intercultural Education 5410
Music—General 5550
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in the Teaching of Modern Languages 5270
Recreational Mathematics 5500
Teaching Current Events 5470
Teaching Social Issues 5440
The Understanding and Personal Use of Computers 5060
The use of Graphic Illustrations in the Classroom 5480
Values Education 5210
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420

Details of Courses

Courses in the Bachelor of Education program are described below. For information on Additional Qualification courses see page 35.

The Contemporary Classroom

6100 The Contemporary Classroom
This course will cover four significant aspects of education: computers in education, guidance practices, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning process; guidance methods and practices for the classroom teacher including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario, including regulatory, professional and curricular concerns; and the nature of special education, with approaches to accommodating the needs of exceptional students.

Business Studies

The Business Studies program is divided into four areas: Accounting, Data Processing, Marketing, and Secretarial, from which candidates will select any two. Keyboarding methodology is a compulsory component of each course. It is recommended that candidates have a background in their Business Studies selections.

1340 Accounting Intermediate/Senior (4 hours)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Candidates will be given the opportunity to examine various computer packages.

1350 Data Processing Intermediate/Senior (4 hours)
This course will prepare candidates to design computer studies material on a modular basis. Strategies for teaching computer concepts, applications of computers in society, and problem-solving techniques using the computer will be studied. Facilities are provided for hands-on experience with microcomputers and mini-computers.

1360 Marketing Intermediate/Senior (4 hours)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

1370 Secretarial Intermediate/Senior (4 hours)
The development of innovative and effective techniques for teaching modern business communictions, office procedures, and word processing systems.

Computer Science

1040 Computer Science Intermediate/Senior (4 hours)
One segment of the course will help to prepare students for the teaching/learning process and for designing computer studies material on a modular basis. Major areas consist of: use of teaching strategies; preparation of instructional objectives; application of an evaluation philosophy; development of a problem-oriented approach to computer education; modular course design; motivation techniques; use of available resources; creation of an effective learning environment. The second segment will emphasize problem-solving techniques using the computer. Topics include: basic computer concepts; applications of computers in society; structured flowcharting; computer terminology; basic computer circuitry; information flow through a computer system; high-level language as a vehicle of communication; program debugging; documentation procedures. Micro, mini, and interactive computing facilities are available. It is recommended that candidates have a background in computing.

Dramatic Arts

1071 Dramatic Arts Intermediate (2 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech, and oral interpretation. Not offered in 1986-87.

1070 Dramatic Arts Intermediate/Senior (4 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs.

Economics

1080 Economics Intermediate/Senior (4 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted. Prerequisites: Two university courses (6 credits) in economics.

English

1101 English Intermediate (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English.

1100 English Intermediate/Senior (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequistes: Two university courses (6 credits) in English.

Environmental Science

1380 Environmental Science Intermediate/ Senior (4 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided. Candidates should have a background in science or geography.

French

1111 French Intermediate (2 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures. Candidates enrolled in this course must take French as a Second Language 5151 as their Complementary Studies requirement.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.

1110 French Intermediate/Senior (4 hours)
Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.

Geography

1441 Geography Intermediate (2 hours)
A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.
Prerequisites: Two university courses (6 credits) in geography.

1440 Geography Intermediate/Senior (4 hours)
Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.
Prerequisites: Two university courses (6 credits) in geography.

Geology

1130 Geology Intermediate/Senior (4 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.
Not offered in 1986-87.

German

1140 German Intermediate/Senior (4 hours)
This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in German. Proficiency in spoken and written German must be demonstrated when the course begins.

Greek

1210 Greek Intermediate/Senior (4 hours)
This course may be taken only in conjunction with Latin 1200. For course content see Latin 1200.
Prerequisites: Two university courses (6 credits) in Greek.
Not offered in 1986-87.

History

1151 History Intermediate (2 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for Grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations, international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.
Prerequisites: Two university courses (6 credits) in history.

1150 History Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisite: Two university courses (6 credits) in history.

Home Economics

1161 Home Economics: Family Studies Intermediate (2 hours)
An exploration of Family Studies concepts of significance to the young adolescent in the intermediate division. Emphasis will be on learning strategies and resource material for teaching food and nutrition, clothing, family and child development, housing, resource management and consumer economics. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.
Prerequisites: Three university courses (9 credits) in home economics.

1160 Home Economics: Family Studies Intermediate/Senior (4 hours)
An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource materials for teaching food and nutrition, clothing, family and child development, housing, resource management, and consumer economics. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.
Prerequisites: Three university courses (9 credits) in home economics.

Industrial Arts

1170/1171 Industrial Arts (7 hours)
The philosophy of contemporary technological studies: interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable. Candidates must select Design Education 5090 as their Complementary Studies course.

Intermediate Education

1430 Intermediate Education (3 hours)
A study of curriculum content and teaching strategies in grades 7 and 8. Instruction is given in general methods, classroom management and specific approaches to teaching language arts, mathematics, science and social studies. This course is offered only in the Junior/Intermediate program.

Italian

1190 Italian Intermediate/Senior (4 hours)
This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Language Program on secondary school curricula. The present four-year sequence (grades 10-13) found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.
Prerequisites: Two university courses (6 credits) in Italian. Proficiency in spoken and written Italian must be demonstrated when the course begins.

Junior Education

1410 Junior Education (5 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Latin

1200 Latin Intermediate/Senior (4 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.
Not offered in 1986-87

Man in Society

1270 Man in Society Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course, Man in Society. Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.
Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.

Mathematics Education

1221 Mathematics Education Intermediate (2 hours)
A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, problem solving.

1220 Mathematics Education Intermediate/Senior (4 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, problem solving.

Music

Candidates may select only one of the following: 1231, 1230, 1241 or 1240. They must also take Music General 5550 as their Complementary Studies course.

1231 Music—Instrumental Intermediate (2 hours)
Approaches to music learning through instrumental and vocal performance, listening, analysis, and problem solving, implementation of different teaching styles, the arrangement of chamber materials for intermediate ensembles, and research into newly-published instrumental repertoire.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1230 Music—Instrumental Intermediate/Senior (4 hours)
Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving, the implementation of different teaching styles, the arrangement of chamber materials for intermediate/senior ensembles, research into newly-published instrumental repertoire, the designing of units reflecting the aims and objectives within the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1241 Music—Vocal Intermediate (2 hours)
An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvistions, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music or background.

1240 Music—Vocal Intermediate/Senior (4 hours)
Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving, implementation of the different teaching styles, and the design of units reflecting the aims and objectives within the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in music or background.

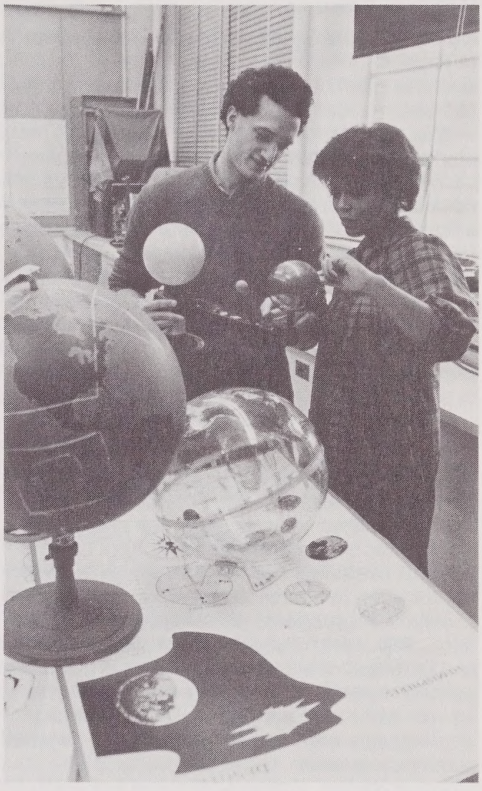


Photo by Ron Wood

Physical and Health Education

1251 Physical and Health Education Intermediate (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

1250 Physical and Health Education Intermediate/Senior (4 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.
Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Political Science

1260 Political Science Intermediate/Senior (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science Education

1301 Science Intermediate (2 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Two university courses (6 credits) in science.

1300 Science Intermediate/Senior (4 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques.
Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Two university courses (6 credits) in science.

Senior Education

9610 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 11).

Spanish

1310 Spanish Intermediate/Senior (4 hours)
A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in Spanish. Proficiency in spoken and written Spanish must be demonstrated when the course begins.

Visual Arts

1011 Visual Arts Intermediate (4 hours)
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three- dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

1010 Visual Arts Intermediate/Senior (7 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

All Foundation courses are 2 hours per week.

Educational Administration

3050 Administration in the Modern School
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

3280 Administration of Adult Education
A study of the administration of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

3040 Evaluation of Student Performance
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

3030 The Individual Student and the School Program
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Educational Psychology

3260 Contemporary Issues in Educational Psychology
The development of skills for observing and analyzing teaching/learning behaviour, and reporting research results. Models of learning and motivation are developed for their application to classroom teaching and discipline. Depending on the interests of class members, such contemporary issues as values programming, right and left brain learning, and classroom stress will be selected for study.
Not offered in 1986-87.

3070 Learning and Human Behaviour
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

3110 Teaching—An Interpersonal Process
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

3100 Understanding Children and Youth
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

History, Philosophy, and Sociology of Education

3190 Authority and Freedom in School
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby illumine and confront one with the moral dimension of the school.

3130 Comparative Education
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of eduction. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighted, and students encouraged to develop their own positions.

3200 The Development of Canadian Education
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

3160 School and Society
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy, and Sociology of Education)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

4010 Practice Teaching
Candidates are assigned to a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Assignments are made in jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments

Divisional Boards of Education

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-Wentworth R.C.S.S.
Metropolitan Toronto R.C.S.S.
North York
Peel
Scarborough
Simcoe
Simcoe R.C.S.S.
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations

Metropolitan Toronto and Region Conservation Authority
University of Toronto Schools

Complementary Studies courses are the equivalent of 1 hour per week.

5020 Art and Interdisciplinary Studies
An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage interdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interest such as humanities, languages, science and technology. Background in art is not essential.

5540 Atypical Development
This course uses a model of human development to identify the common features of such disabilities as physical handicaps, mental retardation, emotional disturbance, and chronic health disorders. The concepts of coping, competence, and adaptation are employed to describe typical development, and to explore the nature and consequences of atypicality.

5040 Children's Literature
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with *Learning and Human Behaviour* 3070, or *Contemporary Issues in Educational Psychology 3260.*

5050 Communication Arts in Modern English
A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5070 Culture and Society as They Relate to the Teaching of French
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.

5080 Current Health Issues in School and Society
Experiential learning within groups will focus on such current health issues as: human relations, stress, changing roles of men and women, use and abuse of drugs, violence, child abuse, divorce, and death and dying.

5090 Design Education
Designing as a decision-making and problem-solving process, with reference to the impact of technological developments on the environment. Through practical design problems of an interdisciplinary nature, practice in project management will be provided. Teaching units and supporting resources of classroom use will be developed. May be taken only in combination with Industrial Arts 1170 or 1171.

5100 Diagnosis and Remediation of Learning Difficulties in Mathematics
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties, and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

5110 Drama in Elementary Education
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5490 Education of the Gifted
Candidates will explore legislation, the nature of giftedness, and identification procedures; the issue of enrichment, acceleration, grouping, and mainstreaming; testing, and teaching strategies.

5120 Educational Media
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

5140 Environmental Studies
An introductory course on the teaching of basic ecological principles, and the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environment pollution, and natural resoures technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems.

5400 Explorations in Creative learning and Teaching
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills in identifying and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities.

5450 Feature Films and TV in the Classroom
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as 'text' with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

5150 French as a Second Language
The teaching of French as a Second Language (Core Program) from the earliest grades of elementary school. Candidates will examine the basic principles of general and structural linguistics and their application to second language teaching. Procedures specific to the various age levels and testing programs will be studied.
Prerequisites: This course is available only to students enrolled in Primary/Junior 1420. Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.
Not offered in 1986-87.

5151 French as a Second Language Junior
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in French Intermediate 1111.

5240 Language in the Schools
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.
Not offered in 1986-87.

5520 Life Skills for Elementary and Secondary Students
Rationale, teaching strategies, and resources for incorporating life skills into the curricula of elementary and secondary schools. Emphasis will be on the selection and development of learning materials for areas such as nutrition, family and consumer interests, parenting education, resource management, and self-concept. Students will have the opportunity to design individualized programs geared to their particular subjects or grade-level interests, and to investigate the use of community resources.

5030 Methods of Child Study
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multicultural/Intercultural Education
An examination of teaching strategies and techniques, and curriculum adaptations that are particularly relevant to multicultural and intercultural education. Emphasis will be on practical means of teaching students from a variety of cultural backgrounds in the regular classroom.

5550 Music — General (2 hours)
A course emphasizing creative activities associated with the development of conceptual awareness and aural sensitivity. Available only to students enrolled in *Music-Instrumental* (1230 or 1231) or *Music—Vocal* (1240 or 1241).

5200 Outdoor Education
An introductory course on the use of the outdoor environment in education, presented in lectures, seminars and field work. Emphasis will be on safe practices in outdoor programs. A $10 fee will be collected on the first day of the course to defray the cost of field trips. Students will have an opportunity to participate in additional outdoor experiences on an optional basis.

5300 Practical Skills for Constructing Teaching Aids
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, photography (including film and print developing), woodworking, and working with sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students.

5270 Recent Developments in the Teaching of Modern Languages
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

5500 Recreational Mathematics
A critical examination of materials such as puzzles, games, and recreational publications, for enrichment and motivation primarily at the junior and intermediate levels. Classes consist of workshops, seminars, and media presentations. Emphasis will be on the development of learning materials.

5430 The Resource Centre and the Elementary School Teacher
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading.

5420 The Resource Centre and the Secondary School Teacher
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading.

5330 Speech—Passport to Communication
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.
Not offered in 1986-87.

5470 Teaching Current Events through the Media
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.

5440 Teaching Social Issues
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.

5060 The Understanding and Personal Use of Computers
Designed for the individual who wishes to obtain an understanding of how personal computers can be used in education. The course will be taught in a non-technical manner and supplement the content of the Computer Awareness component of the Contemporary Classroom. Emphasis of this course will be on the use of computers in the learning process and the examination of computer learning materials. Computer facilities, including two microcomputer classrooms with a variety of computers, are available for student use. May be taken only by primary/junior and junior/intermediate students.
Not offered in 1986-87.

5480 The Use of Graphic Illustrations in the Classroom
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations. Artistic ability is not a prerequisite.

5210 Values Education
An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.

Programs in Technological Studies

One-Year Program

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a Temporary Letter of Standing valid for six years.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, within five years subsequent to receiving this Diploma, submit to the Chairman of the Department of Technical and Industrial Arts proof of having been granted an approved degree from an accredited university.

Applicants must meet the following admission requirements:

1 Secondary school graduation, or its equivalent as determined by the Ministry;
2 One of:
   - five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   - a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of technological studies, of which no fewer than sixteen months must have been spent in continuous employment.
2 Proof of competence in one area of technological studies at both the basic and related advanced level, or in two areas of technological studies, both at the basic level.

Areas of Technological Studies

Basic Level	Advanced Level
Business	*Business*
Clerical Practice	Clerical Practice
Merchandising	Merchandising
Warehousing	Warehousing
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration, Air Conditioning, Heating	Refrigeration*
	Air Conditioning*
	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry
	Cabinet Making
Electrical	*Electrical*
Electricity	Electricity—Installation & Maintenance*
	Electrical Theory & Test†
Electronics	Electronics—Computer†
	Electronics—General†
Food Services	*Food Services*
Food Services	Baking Food Services
	Commercial Food Services
	Domestic Food Services†

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts
Horticulture	*Horticulture*
Horticulture—General	Horticulture—General
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics†
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Project Design	Project Design
Music	*Music*
Music	Music—Instrumental
	Music—Vocal
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
Home & Family Care	Home & Family Care†
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry Cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

*Requires Ministry of Colleges and Universities Certification of Qualification.

†Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

Spring Program

This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

Application Procedure

Full application instructions with details on admission may be obtained from the Chairman of the Department of Technical and Industrial Arts. Completed applications should be received by the Department not later than the second Friday in January, accompanied by:

- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name, if applicable.

Technical Proficiency Examinations

Candidates will be required to pass examinations in both the theory and practice of the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37 – 40.

Program of Studies

The Program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Complementary Studies
- Practice Teaching

Details of Courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

6100 The Contemporary Classroom (3 hours)
This course will introduce three significant educational concerns: computer awareness, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning environment; the legal basis of education in Ontario and the regulatory, professional and curricular concerns that are derived from it; and, the nature of special education and approaches to accommodating the needs of exceptional students.

Curriculum and Instruction

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Introduction to Psychology for Teachers of Technological Studies (2 hours)
The application of educational psychology in the technological studies classroom. Areas explored include personal relations, development and adjustment, motivation intelligence and its measurement, and the learning process, with emphasis on memory and forgetting. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Complementary Studies

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Practicum

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to make them up at the end of the session.

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.).

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.

b For applicants who have the O.T.C. without qualifications in technological studies but with one of
- five years of wage-earning business or industrial experience in an approved area of technological studies, or
- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment.*

Note: In subject areas where classes are not offered, a basic qualification may be obtained in the winter term through the Individual Study Program.

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies who produce evidence of twelve months of continuous full-time business or industrial experience in the area for which the advanced level qualification is sought.*

3 Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies who have

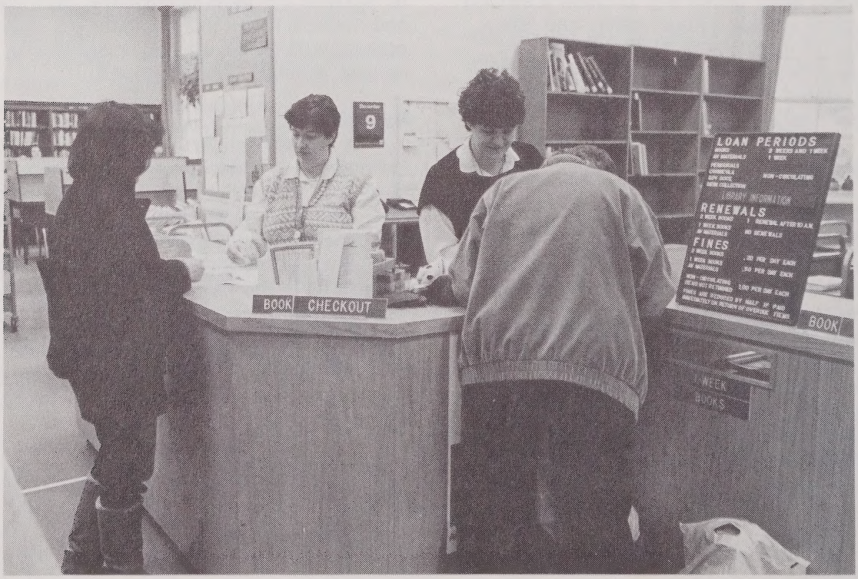
a entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least
- three** of the technological studies subjects listed on pages 25 – 26 including at least one at both the basic and the advanced level or
- four** of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Industrial Arts, Media, Multiculturalism in Education, Special Education, and Visual Arts.

b two years of successful teaching experience in technological studies in Ontario

c one year of full-time post-secondary education or equivalent

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

**One of these may be Industrial Arts Part I.



Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

The Institute of Child Study is a centre of professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study—the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

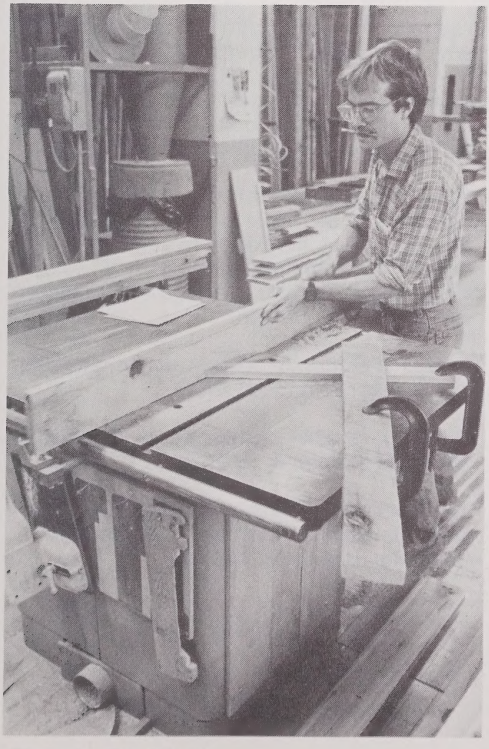


Photo by Ron Wood

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Early Childhood Education.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete eleven full courses, including all required courses. Registration in the second year is dependent upon successful completion of all first-year work. Program requirements may be modified for students with prior professional training and experience.

Early Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three session qualification in Primary Education and in Special Education must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education, Part II.

One-Year Program
Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. This program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Continuing Education *Prospectus*.

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications, on forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or of a certificate of Canadian citizenship, or permanent resident status
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a marriage certificate to substantiate a change of name, if applicable
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits

Conditions for Final Standing

To be recommended for the Diploma in Child Study, a candidate must attain at least:

- a Credit *(CR)* in each practicum course
- an overall *B* average for all other courses with a minimum of a *D* grade in any one course.

To be recommended for the Ontario Teacher's Certificate, a candidate in Early Childhood Education must, in addition to attaining Diploma requirements, demonstrate a knowledge of the acts and regulations respecting education in Ontario.

Grades in practicum courses will be recorded as Credit *(CR)*/No Credit *(NCR)*.

Grades in all other courses will be recorded in the grade scale of *A, B, C, D, FX*.

The relationship of the grade, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade Scale	Grade Meaning	Scale of Numerical Marks (%)	Translation Table (%)
A	Excellent	80 - 100	87
B	Good	70 - 79	75
C	Adequate	60 - 69	65
D	Marginal	50 - 59	55
FX	Inadequate	0 - 49	25

Programs Leading to the Diploma in Child Study

Grade Scale for Complementary Studies

Grade	Letter Grade	Grade Meaning
Honours	(H)	Outstanding
Pass	(P)	Satisfactory
Fail	(FL)	Unsatisfactory

Grade Scale for Practicum

Grade	Letter Grade	Grade Meaning
Credit	(CR)	Pass
No Credit	(NCR)	Fail

On successful completion of the two-year program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year

2120 Introduction to Early Childhood Education
2121 Observation and Assessment of Young Children
2122 Curriculum Design and Implementation Part I
2124 Practicum
One elective: see below

Second Year

2201 Socialization, Social Development, and Family Life
2223 Curriculum Design and Implementation Part II
2230 Programming for Young Children
2231 Advanced Practicum
One elective: see below

Electives

1002 Child Development
1004 Prenatal and Infant Development
1011 Exceptional Children (second year only)
4060 Seminar and Practicum in Infant Care (second year only)
4062 Independent Study
4065 Day Care and Nursery School Administration

Any Complementary Studies course from the B.ED. Program (see pages 21 – 24).

NOTE: All students proceeding to the Ontario Teacher's Certificate must also demonstrate a knowledge of the acts and regulations respecting education in Ontario.

Details of Courses

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. A placement of two days per week in a school or clinical setting is required in the second year to permit the practice of the theories and techniques studied.

First Year

1002 Child Development
3140 Assessment of Children's Intellectual Functioning
3141 Assessment of Children's Emotional Functioning (half course)
3142 The Child in Education Settings
3143 Family Dynamics
3144 Introduction to Facilitative Interviewing (half course)
One elective: see below

Second Year

3250 Principles of Child Management (half course)
3251 Selected Topics in Clinical Practice
3252 Counselling Individuals and Families (half course)
3253 Theories of Counselling (half course)
3255 Seminar and Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
One elective: see below

Electives

1004 Prenatal and Infant Development
1011 Exceptional Children
4061 Seminar and Practicum in Infant Assessment (second year only)
4062 Independent Study

1002 Child Development
An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

1004 Prenatal and Infant Development
An examination of conditions during the prenatal and infant period of development that will have an impact on later behaviour. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored. Students will observe infants in various settings, including the Institute's Parent-Infant Centre.

1011 Exceptional Children
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

2120 Introduction to Early Childhood Education
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

2121 Observation and Assessment of Young Children
A course designed to help students gain competence in observing, recording, and assessing children's behaviour and development in diverse educational settings. Students will plan learning experiences for children based on these observations and assessments.

2122 Curriculum Design and Implementation, Part I
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

2124 Teaching Practicum
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement at the end of the academic year.

2201 Socialization, Social Development, and Family Life
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

2223 Curriculum Design and Implementation, Part II
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

2230 Programming for Young Childen
A course designed to familiarize students with various approaches to early childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

2231 Advanced Teaching Practicum
An opportunity to design and implement a program for children aged three to five who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

3140 Assessment of Children's Intellectual Functioning
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

3141 Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. Clear and effective report writing is emphasized.

3142 The Child in Educational Settings
An opportunity, in seminars and practicum, for students to learn to understand and interact effectively with children and teachers in the learning-teaching process. Emphasis will be on achieving competence in communication, observation, developmental assessment, and report-writing skills. Each student will spend time in two different educational settings, including the Institute's laboratory school.

3143 Family Dynamics
A study of approaches to family structure, functions, and values as articulated by various theorists. Different approaches to parent education, and their implications for child rearing will be examined. Students will participate in class discussions on family values and dynamics, and will conduct a structured interview with a family.

3144 Introduction of Interviewing
(half course)
An introduction to basic concepts in interviewing. Through class participation and the use of videotape, students will become aware of their own attitudes or actions that help or hinder this process.

3250 Principles of Child Management
(half course)
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

3251 Selected Topics in Clinical Practice
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics may include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; wit and humour; and women's studies.

3252 Counselling Individuals and Families
(half course)
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

3253 Theories of Counselling (half course)
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

3255 Seminar and Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
An exploration of recent research that has implications for infant care. An eight-week practicum over the two-year period gives opportunities for students to become familiar with infant care programs. Knowledge of infant development is used to assess programs in day care and in homes. An infant stimulation program will be developed by students, and mental health studied and assessed by use of the Flint Infant Security Scale. Practicum will be arranged in the Institute's Parent-Infant Centre. Prerequisites: Course 1004 or equivalent. Students planning to take this course should arrange for one placement in an infant care setting in their first year.

4061 Seminar and Practicum in Infant Assessment
A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard development test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed. Prerequisite: Course 1004 or equivalent.

4062 Independent Study
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

4065 Day Care and Nursery School Administration
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.

Continuing Education

Additional Qualifications for Teachers who hold an Ontario Teacher's Certificate

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session specialist, and Honour Specialist courses. These courses are offered in the summer session and winter evening session, depending on resources and demand. For information on prerequisites in specific programs see the Faculty of Education's Continuing Education *Prospectus*.

One-Session Divisional
These courses are offered to holders of an approved university degree, who wish to acquire qualifications in an additional area:

Primary
Junior
Intermediate
Senior

One-Session Technological Studies
The Technical and Industrial Arts Department offers a number of programs leading to additional qualifications. Applicants must possess qualifications in technological studies or have the requisite work experience. Courses include:

Winter evening and summer courses for additional basic qualifications. (Note: Candidates must pass the examination in technical proficiency.

Winter individual study in subjects in which courses are not offered for additional basic and advanced qualifications. (Note: Candidates must pass the examinations in technical proficiency.)

Summer session Honour Specialist qualification.

One-Session

Associate Teacher
Childhood Education
Law

Three-Session Specialist
Applicants for the Primary, Junior or Intermediate Education courses must hold the basic qualifications for the division concerned and must also provide evidence of at least one year of successful teaching experience.

Accounting
Computers in the Classroom
Co-operative Education
Data Processing
Dramatic Arts
English as a Second Language
Environmental Science
French as a Second Language
Guidance
Home Economics
Industrial Arts
Intermediate Education
Junior Education
Librarianship
Marketing
Media
Multiculturalism in Education
Music—Instrumental
Music—Vocal (P/J)
Music—Vocal (I/S)
Physical and Health Education (P/J)
Physical and Health Education (I/S)
Primary Education
Reading
Secretarial
Special Education
Visual Arts

One-Session Honour Specialist
These courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification.

Biology
Chemistry
Computer Science
Dramatic Arts
Economics
English
Environmental Science
French
Geography
Geology
German
History
Home Economics
Italian
Man in Society
Mathematics
Music
Physical and Health Education
Physics
Political Science
Science
Spanish
Visual Arts

Applications
Registrar's Office, Faculty of Education
(978-2316)

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specializations are currently available in English, Geography, Mathematics, Physics, and School Librarianship.

Admission Requirements

1 A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.
2 At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows
- two integrated courses
- one special course in educational aspects of the core discipline
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries regarding Specializations

English

Professor R. Shephard (416) 978-3228

Geography

Professor R. Baine (416) 978-3435

Mathematics

Professor L. Ridge (416) 978-3235

Physics

Professor W. Andrews (416) 978-3246

School Librarianship

Professor J. Greig (416) 978-5261

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto M5S 1A1

Faculty and University Information

Attendance
Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Grading Practices
During the first week of each course, instructors will inform the class, both orally and in writing, of their evaluation procedures, and will provide:
- a list of all assignments, with their due dates;
- the weighting-factor or percentage allotment for each course requirement;
- a statement of the procedure used to determine final grades;
- a description of the format and nature of the final examination (where applicable).

After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course, and the approval of the Dean's Committee on Grading Practices.

Commentary, appropriate in the instructor's judgement, on assessed term work will be made available to students, with time for its discussion.

Grades, as an expression of the instructor's best judgement of each student's overall performance in a course, will not be determined by any system of quotas.

All final course grades submitted by instructors will be reviewed by a Dean's committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions for Final Standing
Candidates will be evaluated on all five parts of the program: Curriculum and Instruction, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, *The Contemporary Classroom.*

Grades in the Curriculum and Instruction subjects and Foundations will be reported in the letter grade scale of *A, B, C, D, FX.* Grades in the Complementary Studies courses will be reported in the grade scale of Honours/Pass/Fail *(H/P/FL).* Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit *(CR)* and a final Fail grade as a No Credit *(NCR).* Grades in the Contemporary Classroom will be reported as a Credit *(CR)* or No Credit *(NCR).*
The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundations Courses

Grade	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80— 100*	*87*
B	*Good*	*70— 79*	*75*
C	*Adequate*	*60— 69*	*65*
D	*Marginal*	*50— 59*	*55*
FX	*Inadequate*	*0— 49*	*25*

Grade Scale for Complementary Studies
Honours/Pass/Fail *(H/P/FL)*

Grade	*Grade Meaning*
H	*Outstanding*
P	*Satisfactory*
FL	*Unsatisfactory*

Grade Scale for Practice Teaching and The Contemporary Classroom
Credit/No Credit *(CR/NCR)*

Grade	*Grade Meaning*
CR	*Pass*
NCR	*Fail*

To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:
1 a minimum of *C* average in each of the following parts of the program:
   — *Curriculum and Instruction**
   — *Foundations*
2 a minimum of *D* grade in each course in:
   — *Curriculum and Instruction**
   — *Foundations*
3 an Honours or Pass grade in:
   — The *Complementary Studies* course
4 a Credit *(CR)* in:
   — *Practice Teaching***
   — *The Contemporary Classroom*

*For Junior/Intermediate candidates the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

**To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must receive a Pass in all four sessions of practice teaching. Currently practice teaching in the Faculty consists of four sessions of eleven days each. A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching after the completion of the academic year, subject to review and approval of the Practice Teaching Department. This opportunity will be given only once. A candidate who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate. Such a candidate will not be given the opportunity to do any supplementary practice teaching to raise the grade.

Supplemental Privileges

A candidate may be granted supplemental privileges in a course in which an *FX* or *FL* has been received. This privilege is limited to a maximum of two courses, of which only one may be a Curriculum and Instruction course.

A candidate who receives a *D* grade in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the *D* grade has reduced the average in that part to less than *C*.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges must qualify in one of the following ways, as authorized by the Council of the Faculty:

1. by taking an examination during August;
2. by otherwise satisfying the requirements of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Appeals

There is a five-stage appeals procedure. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:

— the department chairperson
— the Appeals Committee of the Faculty Council
— the Divisional Committee of the Faculty
— the Academic Appeals Board

An appeal to the Academic Appeals Board shall normally be launched by filing a notice of appeal with the Secretary of the Board no later than ninety days after the decision which is being appealed has been communicated in writing to the appellant.

At the first three levels, the appellant must initiate the appeal within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may be obtained from the Registrar's Office.

Academic Sanctions

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education certificates, students must have discharged all recognized University obligations: tuition and incidental fees, residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, and charges for unreturned or damaged instruments, materials and equipment.

For students who have any such obligations outstanding, the University will not issue statements of results or official transcripts of records, will not release diplomas or make recommendations for Ministry of Education teaching certificates, will not provide oral confirmation or written certification of degree status in response to external enquiries and will not permit further registration in the University until such time as the obligations have been cleared.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Access to Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto*, students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this policy is available in the Registrar's office.

1 *Access by a student*
i A student may examine and have copies made of his/her academic record, with the exception of those portions of the record which comprise the application for admission to the academic division concerned and supporting documents and letters of reference, which have been provided on the understanding that they shall be maintained in confidence.
ii A student's request to examine any part of his/her official student record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.
iii A student has the right to challenge the accuracy of his/her academic record, with the exception of the material specifically excluded in (1) *(i)* above, and to have the official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments would not necessarily appear on official academic reports such as the transcript or statement of results.

2 *Access by University staff*
Members of the teaching and administrative staff of the University shall have access to relevant portions of a student's academic record for purposes related to the performance of their duties.
Access to medical information shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

3 *Access by University campus organizations*
Recognized campus organizations in the University of Toronto shall have access to the information referred to in (4) *(i) below as* well as to the residence address and telephone number of students named by that organization for the legitimate internal use of that organization.

4 *Access by others*
i By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquirers:
— The academic division(s) and the session(s) in which a student is or has been registered,
— degree(s) received and date(s) of convocation.
ii Any other information contained in the academic record of a student, including the student's comments generated under (1)*(iii)* above but with the exception of the material specifically excluded in (1)*(i)*, shall be released to other persons and agencies only with the student's prior expressed written consent, or on presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Colleges and Universities for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division.
iii General statistical material drawn from academic records not disclosing the identities of students may be released for research and informational purposes by the academic division maintaining these records.

5 *Custody of student academic records*
Academic records are normally under the custodial responsibility of the academic division. When the academic records have fulfilled the purpose for which they were collected, the retained documents shall be deposited in the University Archives. Fifty years after a student has ceased to be registered all records including those which have been retained by any division or office

of the University become the responsibility of the University Archivist and become open to researchers authorized by the University of Toronto.

University Discipline

1 *Academic*
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, and the evaluation of a student's work by irrelevant criteria. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Affairs Committee of the Governing Council.

2 *Discipline in non-academic matters*
The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Students		*New Visa Students*
Academic fee	$1 265.00	$7 769.00
Campus services	$ 132.25	$ 132.25
Student society fees	$ 42.00	$ 42.00
Total fee payable	$1 439.25	$7 943.25
First instalment due Sept. 3*	$ 933.25	$4 835.65

*A $50 deposit must be paid by applicants before final confirmation of admission, and will be deducted from the total fee, or first instalment.

NOTE:

1 At least the first instalment of fees must be paid before a student card will be issued.
2 Commencing September 15 all outstanding balances regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.
3 A special fee of $10 will be collected on the first day of the course *Outdoor Education* 5200, to defray the cost of field trips.
4 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Supplemental Examinations	
For each supplemental examination in any course	

Part-time Students		*New Visa Students*
Academic fee full course	$ 253.00	$1 554.00
Regular session, incidental fee	$ 35.50	$ 35.50

GOVERNMENT FINANCIAL AID

Full-Time Students
The Ontario Student Assistance Program *(OSAP)* is available to Ontario students who are Canadian citizens or permanent residents, to assist them in meeting their educational costs. *OSAP* includes both non-repayable grants and loan assistance. *OSAP* loans are interest-free and need not be repaid until six months after the recipient has graduated or ceased to be a full-time student. Information concerning the eligibility and assessment criteria may be obtained from the Office of Student Awards, University of Toronto, Simcoe Hall, Room 107, (978-2204). Application forms are available from the Faculty Awards Officer and from the Office of Student Awards.

Students from other Canadian provinces should apply through their provincial financial aid authority. The Office of Student Awards can provide addresses and, in many cases, application forms.

Part-Time Students
Part-time students may also qualify for *OSAP* assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has recently established a new loan program for part-time students taking less then a 60% courseload. Unlike *OSAP* loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated. Further information and application forms may be obtained from the Faculty Awards Officer or from the Office of Student Awards.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational costs such as tuition, books, and transportation. Students wishing to apply should contact the Office of Student Awards.

Bursaries for Second-Language Teachers
Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary
The Council of the Faculty of Education offers bursaries ranging in value from $200 to $600 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

R.D. Phillips Memorial Loan Fund
This loan fund was established by contributions made by technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department who demonstrate financial need. Applications should be made to the Chairman of the Department.

University of Toronto Alumni Association Loan Fund
Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 47 Willcocks Street, Toronto M5S 1A1 (978-2366).

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object — a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

The students and staff of the Faculty of Education annually recognize a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty. The award is made in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974. This award is identical to the Awards of Honour.

Dean's Honour List

Recognition is given annually to those graduates who have attained an A in each Curriculum and Instruction course and Foundations course, Honours in the Complementary Studies course and Credit in Practice Teaching and The Contemporary Classroom course.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the Institute of Child Study. A total of $1000 to be awarded annually to one or two candidates for the Diploma in Child Study, on the basis of scholastic attainment; financial need may be a consideration. Selection to be made by the Awards Committee of the Institute of Child Study. Applications not required.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $5 000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Student Achievement Award

Offered by Mrs. M.D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. The award will be made in September each year to a student who has completed Part I of the three-session additional qualification course in Guidance at the Faculty of Education, University of Toronto, taken in the winter evening or summer program immediately preceding the September in which the award is made. It will be given for distinction in scholarship and potential contribution to the development of guidance and counselling in Ontario schools. The recipient of the award (value $500) must satisfy the Dean and the Chairman of the Counsellor Education Department that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

P.A. Petrie Huron County Scholarship

This award (approximate value $1 250) was established by a bequest from the late Mrs. Helen M. Petrie in memory of Prof. P.A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education degree (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of this Department. It is awarded annually to the student in the Technological Studies Program who achieves the highest academic average.

Percy H. Taçon Memorial Bursary

This bursary was established by Mrs. P.H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970. The bursary, in the amount of $500, will be awarded annually on the basis of financial need to a deserving student registered in the Visual Arts option of the B.ED./O.T.C. Program. Candidates must apply to the Awards Committee of the Faculty by November 1.

A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The plaque awarded is a memorial to Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music (The Changing Voice)

This scholarship awarded to a student eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

R.J. McMaster Award

This award (to the value of interest on $1 450) was established by the friends and colleagues of Professor R.J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program in the Faculty of Education.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, an educational media centre with a television studio, a theatre studio, and a computer centre.

The Library houses a collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. Its collection of mounted pictures, filmstrips, slides, recordings, and kits is available to students for use both at the Faculty and in their practice teaching assignments. Facilities for previewing audiovisual aids are provided.

The Faculty's Health Centre, with a registered nurse in charge, offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

Faculty of Education Student Union

The Student Union acts on behalf of the students in matters relating to the Faculty program, and organizes extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office at 703 Spadina Avenue.

Through their Union, the students have representatives on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Welcome to University of Toronto*. This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the Services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: Lists of rooms, apartments, and houses for immediate occupancy are displayed in the Housing Service office. Information on and applications for unfurnished apartments at 30 and 35 Charles Street, designed to accommodate married students, may be obtained from the Housing Service, 49 St. George Street, Toronto M5S 1A1.

Other accommodation: Tartu College, a private student residence, offers accommodation for single students. Inquiries should be addressed to Tartu College, 310 Bloor Street West, Toronto M5S 1W4 (925-9405).
Campus Co-operative Residence, Inc. offers accommodation for graduate and undergraduate students. Address inquiries to 395 Huron Street, Toronto M5S 2G5 (979-2161).

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

The *Guidance Centre* publishes and distributes standardized tests, books, and periodicals related to general education, occupational information monographs, and other educational materials for teachers and guidance counsellors.

Officers of the University

Chancellor
G. Ignatieff, C.C., M.A., LID., D.C.L., D.LITT.S.

Chairman of the Governing Council
St. Clair Blafour, D.S.C., B.A., LLD.

President
G.E. Connell, B.A., Ph.D., LLD., F.R.S.C., F.C.I.C.

Vice-President and Provost
J.E. Foley, B.A., PH.D.

Vice-President, Research and Government Relations
D.M. Nowlan, B.SC., M.A., PH.D.

Vice-President, Business Affairs
A.C. Pathy, Q.C., B.A.SC.

Vice-President, Institutional Relations
D.R. Campron, B.A., M.SC., PH.D.

Secretary of the Governing Council
J.G. Dimond, M.A., PH.D.

Vice-Provost, Professional Faculties
J.E. Keffer, M.A.SC., PH.D., P.ENG.

Assistant Vice-President, Student Affairs
E.A. McKee, M.A.

Acting Chief Librarian
M. Hutchinson, DIP.LIB., F.L.A.I.

University Ombudsman
E. Hoffman, B.A.

Director of Alumni Affairs
E.B.M. Pinnington, B.A.

Director of Athletics & Recreation
G.W. Chapman, B.SC. (PHYS. ED.), M.SC.

Director of Career Counselling & Placement Centre
R. Frankle, B.A.

Warden of Hart House
R.M.H. Alway, M.A., PHIL.M.

Director of Health Services
D.R.F. Smith, M.D., C.C.F.P.

Director of Housing Service
S.A. Mason, M.A.

Director of International Student Centre
E. Paterson, B.A.

Director of Student Awards
K.J. Swift, B.SC.

Award Winners 1985

Awards of Honour

Primary/Junior Award of Honour . . . . . Battista Scalzitti
Junior/Intermediate Award of Honour . . . . Tom Peter
Intermediate/Senior Award of Honour . . . . Martin Galloway

Award for Outstanding Contribution

Award for Outstanding Contribution
to the Life of the Faculty . . . . . Theodore Christoff

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Faculty of Education

University of Toronto

Calendar

1987/88

Notice

Curriculum

At the time of printing, the courses described in this calendar are those intended to be offered in the academic year 1987-88. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but this cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course described in this calendar in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Registrar's Office
416-978-3222

Continuing Education
416-978-8157

Institute of Child Study
416-978-3457

Technical and Industrial Arts
416-978-3200

Faculty of Education

University of Toronto

Calendar

1987/88

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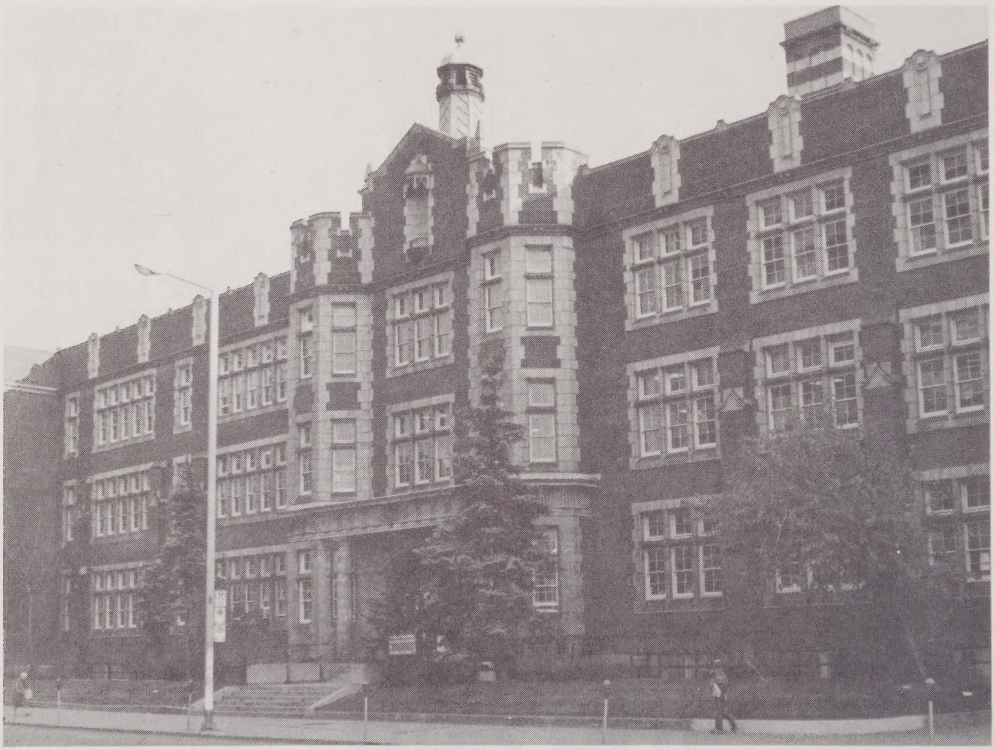

All photos by Ron Wood

Sessional Dates 1987-88

1987

June 29–July 24	Summer Session
September 9, 10	Registration B.Ed. Program
September 14	Classes begin
September 25	Last day for course changes
October 12	Thanksgiving Day — Faculty closed
October 16–30	Practice Teaching
November 13–27	Practice Teaching
December 1	Employment Day — no classes
December 11	Classes end
December 14	Study Day
December 15–18	Examinations

1988

January 4	Classes resume
January 15	Second instalment of fees due
January 11–22	Annual Student Art Exhibition
February 5–19	Practice Teaching
February 22–26	Reading Week
March 23–April 8	Practice Teaching
April 1	Good Friday — Faculty closed
April 15	Classes end
April 18, 19, 20	Study Days
April 21–29	Examinations

Faculty of Education Staff 1986-87

Note: Degrees are from the University of Toronto unless otherwise stated.

Dean
J.W. MacDonald, B.A. (CAR.), M.A., ED.D. (HARV.).

Associate Dean
M.A. Millar, B.A. (QU.), B.P.E. (McM.), M.ED. (QU.).

Registrar
C.J. Lundy, B.A. (S.G.W.)

Admissions and Universities Liaison Officer
G.A. Whyte, B.A. (CAR.), B.J. (CAR.)

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
H.O. Barrett, C.D., B.A., D.PAED., F.O.T.F. *(Ob. February, 1987)*
C.L. Bedal, B.A. (QU.), M.ED.
B. Flint, M.A., DIP. C.S.
M.F. Grapko, B.A. (MANIT.), M.A., PH.D.
R.S. Harris, M.A., PH.D. (MICH.), HON. D.LIT. (W.ONT.)
R.J. Life, B.P.H.E., M.ED.
W.G. London, B.A., M.ED. (N.Y.ST.)
W.B. MacLean, M.A. (McM.)
R.J. McMaster, B.A., B.ED.
J.M. Paton, M.A., D.PAED., F.C.C.T.
G.A. Reid, B.COM., B.ED., M.A. (COL.)
J.C. Ricker, B.A., M.A.
A.F. Skinner, B.SC., (ST A.), M.A. (ST A.), M.A. (COL.), PH.D. (ST A.), F.E.I.S.
G.E. Tait, B.A., B.PAED., ED.D.

Art Education
J.A.M. Emerson, M.A. *Assoc. Prof.*
R. Sramek, B.A., M.A.E. (R.I. SCH. DESIGN) *Assoc. Prof.*
P. Briggs, B.S.I.E. (WAYNE ST.) *Sr. Tutor*

Business Studies
B.E. Conchie, B.A. (SASK.), *Assoc. Prof.*

Computer Services and Staff Development
L.J. LaFave, B.ED. (ILL. ST. COLL.), M.B.A. (ROOSEVELT) *Prof.*

Computer Studies
D.W. Garth, B.COM. (QU.) *Assoc. Prof.*
G.D. Milbrandt, B.S.ED. (N.ILL.), M.ED. (N. ILL.) *Assoc. Prof.*

Continuing Education and Student Services
G.W. Hunt, B.A., M.ED., ED.D. (U.S. INT.) *Assoc. Prof.*

Counsellor Education
P.A. Manuel, B.A., M.ED. *Assoc. Prof.*
B.R. Eardley, B.S. (PENN. ST.), M.ED. (PENN. ST.) *Assoc. Prof.*

Dramatic Arts
D.W. Booth, B.A., (McM.), M.ED. (DURH.) *Prof.*

Educational Administration
A.T. Sheehan, B.A., M.ED., PH.D., F.C.C.T. *Prof.*
V.K. Gilbert, B.SC. (SYD.), M.ED., PH.D. (BRIST.) *Prof.*
J.D. Wood, M.A., PH.D., A.R.C.T. *Prof.*
R.A. Martin, B.A.SC., M.ED., PH.D. *Assoc. Prof.*

Educational Psychology
C.C. Brodeur, M.A. (FORDHAM), M.A. (PHIL), PH.D. *Assoc. Prof.*
R.W. Dent, M.A., PH.D., (MICH. ST.) *Prof.*
S.L. Kong, C.M., B.A. (KUA KIU), M.ED. (OTT.), PH.D. (OTT.) *Prof.*
D.S.J. Shackel, M.A. (HONS.), (CANT.), PH.D. *Prof.*
C. Tan-Willman, B.S.E. (PHIL. NORM)., M.A. (PHIL. WOMEN'S), M.A. (MINN.), PH.D. (MINN.) *Prof.*
A.B. Durell, M.A., PH.D. *Assoc. Prof.*

Educational Research and Graduate Studies
J.W. Greig, B.A. (QU.), M.ED., ED.D. (HARV.) *Prof.*

Elementary Education
J.W. Fair, B.A. (McM.), B.P.E. (McM.), M.ED., PH.D. *Prof.*

English
R.T. Shephard, M.A., ED.D. (HAWAII) *Prof.*
J.L. Aitken, B.A., M.A. (DAL.) PH.D. *Prof.*
A.C. Coman, M.A. (ORD. EDIN.), M.A. (HONS. EDIN.), M.A. *Prof.*
J.H. Stevens, M.A. *Prof.*
A.A. Bowers, B.A., M.ED. (QU.) *Assoc. Prof.*
J. Laird, B.A. *Assoc. Prof.*

Family Studies
H.A. Yeager, B.H.SC., M.ED. *Assoc. Prof.*
M. Villers, M.A. (LEEDS), *Asst. Prof.*

Geography
R.P. Baine, M.A. *Prof.*
W.E. Sager, C.D., B.A. *Prof.*

Guidance Centre
L. Miller, B.A. (DAL.), M.A. (EDIN.), PH.D. (EDIN.) *Director*

History and the Social Sciences
J.D. Thexton, M.A. (HONS. EDIN)., M.A. (OTT.), PH.D. (OHIO) *Assoc. Prof.*
G. Smith, M.A. (QU.) *Prof.*
R.W.P. Bowles, B.A. *Assoc. Prof.*
L.R. Hill, M.A. *Assoc. Prof.*

History, Philosophy and Sociology of Education
K.A. McLeod, B.A. (SASK.), M.ED. (SASK.), PH.D. *Prof.*
G.W. Bancroft, B.A. (McG.), M.ED., PH.D. *Prof.*
L.J. Stott, B.ED. (ALTA.), PH.D. (CALGARY), *Prof.*
T.W. Goodenough, B.A. (S.G.W.), B.A. (CANTAB.), M.A. (ALTA.) *Assoc. Prof.*
R. Pike, B.S.W., M.A., PH.D. *Assoc. Prof.*
S.T. Rusak, B.A. (ALTA.), M.ED. (ALTA.), PH.D. (ALTA.). *Assoc. Prof.*

Institute of Child Study

A. Schermann, M.Sc. (CAPE T.) *Assoc. Prof.*
R.J. Volpe, B.A. (AKRON), M.A. (KENT ST.), PH.D. (ALTA.) *Prof.*
A.J. Biemiller, B.A. (HARV.), M.S. (CORN.), PH.D. (CORN.) *Assoc. Prof.*
J.P. Klein, B.A. (CORN.), M.A., PH.D. *Assoc. Prof.*
D. Levinson, B.A. (IOWA), M.A. (CAR.), PH.D. (McG.) *Assoc. Prof.*
J. Hardacre, B.A., M.ED., DIP. C.S. *Sr. Tutor*
M.A. Penner, B.A., M.ED., DIP. C.S. *Sr. Tutor*
H. Stollery-Cronin, B.A. *Sr. Tutor*
P. Karal, M.A., PH.D. *Lecturer (part-time)*

Institute of Child Study Laboratory School

A.C. Cassidy, B.A. (MONTR.), DIP. C.S.
R.L. Ethier, B.A. (CONCORDIA), M.ED.
E.A. Hunter
M.A. Jaffary, B.A., DIP. C.S.
S. Kondo, B.A. (YORK), M.ED. (WINDSOR)
A.M. Sinclair, B.A. (W. ONT.), DIP. C.S.
A.E. Tough, M.A.

Library

D.C. George, B.A., B.L.S. *Head Librarian*
S.R. Dyas-Correia, B.A., (YORK), M.L.S. *Librarian*
M.H. FitzPatrick, B.A., M.L.S. *Librarian (part-time)*

Mathematics Education

S.K. Harburn, B.SC. (ALTA.), M.ED. (SUNY.) *Assoc. Prof.*
D.W. Alexander, B.A., M.SC., ED.D. (SUNY.) *Prof.*
F. Ebos, M.SC. (McM.) *Prof.*
D.L. Fraser, B.SC. (McM.), B.ED., M.A. *Prof.*
H.L. Ridge, B.SC. (McM.), M.A. (YORK), PH.D. (CONN.) *Prof.*

Modern Language Education

H. Hainsworth, M.A. *Assoc. Prof.*
R.R. Roy, B.PHIL. (OTT.), M.A. (LAVAL) *Assoc. Prof.*
R. Hrubi, DIP. PROF. FR. I'ET. (I.P.F.E., SORBONNE) *Sr. Tutor*

Music

N. Kuzmich, MUS.BAC., M.A., *Prof.*
C.A. Hennessy, B.A. (McM.) M.ED., ED.D. *Sr. Tutor*

Physical and Health Education

D.F. Fawcett, B.P.H.E., M.A. (S. CALIF.) *Assoc. Prof.*
F.J.M. Collard, B.A., B.P.H.E., M.SC., *Assoc. Prof.* *(Ob. September, 1986)*
P.B. Robertson, B.A., B.P.H.E., M.ED. *Assoc. Prof.*

Practice Teaching

F. Blostein, B.A. (MANIT.) B.L.S. *Assoc. Prof.*
R.G. Burfield, B.A., B.ED. *Assoc. Prof.*

School Librarianship

R.J. Smith, B.A., M.L.S. *Assoc. Prof.*

Science Education

T.J.E. Wolfe, B.S.A., M.ED. *Prof.*
W.A. Andrews, M.SC. (W. ONT.)., B.Ed. *Prof.*
D.I. Galbraith, B.SC. (W. ONT.)., M.ED. *Prof.*
H.M. Lang, B.A. (McM.), M.ED. *Prof.*

Special Education

H.D. Gutteridge, M.A. *Assoc. Prof.*
K.J. Weber, B.A., M.SC. (ED). (GUELPH) *Prof.*
D.R. Fleming, B.A. (McM.), M.ED., ED.D. *Sr. Tutor*

Technical and Industrial Arts

A. Gaydos, B.A., M.ED., PH.D. (OHIO ST.) *Assoc. Prof.*
I.T. Malloch, B.A. (McM.), M.S.ED. (NIAG.), PH.D. (OHIO ST.) *Assoc. Prof.*
H.J. Taylor, B.A., B.ED., M.S.ED. (NIAG.) *Assoc. Prof.*
C.H. Wall, B.A., B.ED., M.A. (YORK), PH.D. (YORK) *Assoc. Prof.*
R.W. Wilson, B.SC. (McG.), M.SC. (N.Y. ST.), M.I.E.E. *Assoc. Prof.*

University of Toronto Schools

W.G.J. Warden, B.A. (W.ONT.), M.A. (WINDSOR) *Principal*
D.J. Laurenson, B.SC. (AUCK.), M. MATH (WAT.) *Ass't Principal*
D. Aliferis, B.A., M.A. (YORK), B.ED.
S. Baker, B.A., B.ED.
O.G. Barrett, B.P.H.E., B.ED.
T.J. Boucher, B.A. (MICH. ST.), M.S.L.S. (COL.)
D.F. Boutros, B.A. (ALEXANDRIA)
J. Buchan, B.A. (WILF. LAURIER), M.A. (WINDSOR) *(part-time)*
M.U. Collier, B.A. (YORK), M.A., B.ED.
D.T. Dingle, B.A.SC., B.D. (HARV.)
L.S. Duckworth, B.A., M.ED.
J.A. Fautley, MUS.BAC., B.ED.
G.A. Fleming, B.A., M.ED.
N.D. Fox, B.COMM.
P.F.L. Gallant, B.A. (LAVAL), M.A.
M.P. Gendron, M.A.
R.A. Hamilton, MUS. BAC., B.ED., A.R.C.T. *(part-time)*
Y.E. Lacey, B.A.
B. Le Gresley, B.A., M.ED.
N.E. Maier, B.A., M.A. (BR. COL.)
H.C. Maynard, M.A.
N.T. McLean, B.A.
J.H. Mills, M.A. (QU.), B.ED.
R.J. Moorfield, M.A.
C.W.M. Pace, B.A. (W. ONT.), B.S.W., M.ED.
A.M. Pereira-Castillo, B.A. (McM.), M.A., B.ED.
M.S. Robbins, B.A., B.ED. *(part-time)*
J.A. Ryan, B.E.S. (WAT.), B.ED.
F.M. Speed, B.SC. (LOND.), M.ED., DIP. PH. (BIRM.)
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of eduation were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated as the *Ontario College of Education, University of Toronto.*

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated, and in 1980-81 master's programs in geography, physics, and school librarianship were added.

In 1986 the Faculty of Education marked its 80th anniversary; it is the oldest continuing institution for teacher education in Ontario.

Deans of the Faculty of Education

W. Pakenham	1907 — 1934
J.G. Althouse	1934 — 1944
A.C. Lewis	1944 — 1958
B.C. Diltz	1958 — 1963
D.F. Dadson	1963 — 1973
H.O. Barrett	1974
J.C. Ricker	1975 — 1981
J.W. MacDonald	1981 — 1987

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, the Master of Arts/Science in Teaching degree is available.

Full-Time Programs

Bachelor of Education Degree

Three options are offered in the one-year program:
Primary/Junior
or
Junior/Intermediate
or
Intermediate/Senior

Diploma in Technical Education (Dip.T.E.)

Diploma in Child Study (Dip.C.S.)

Child Assessment and Counselling
or
Early Childhood Education*

*This area of concentration also leads to the Ontario Teacher's Certificate.

Admission

Academic and other admission requirements are listed under the individual programs.

English Language Proficiency

English is the language of instruction for all courses at the Faculty with the exception of some offered by the Modern Language Education Department, and successful candidates receive certification to teach in schools where English is the language of instruction. Consequently, to be successful in Faculty courses and practice teaching, a candidate must demonstrate a high degree of proficiency in both oral and written English.

Candidates, including those whose first language is other than English, may request an assessment test of their proficiency by contacting the Registrar's Office. Tests will be held in June before registration and in September before the first practice teaching assignment. Test results will be useful in helping candidates determine their level of English language proficiency.

Ontario Teacher's Certificate

Candidates who are permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher, and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in Ontario elementary or secondary schools.

Admission of International Students

The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admission as the Council of the Faculty may determine.

Bachelor of Education and Ontario Teacher's Certificate Program

Application Procedure

Application forms and full instructions for applying may be obtained from the Registrar. Forms are also available on request from most Ontario university placement offices, normally beginning in October of the year prior to registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate or a document in the case of a person not born in Canada, showing the basis upon which the candidate is present in Canada
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name, where applicable
- a completed Faculty of Education experience profile

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average, and to those with relevant experience, such as work with children and adolescents, which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Change of Courses

The last date for changing optional subjects or courses will be September 25. Thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37–40.

For complementary studies courses taken in the second semester, the last date for changing will be January 15.

The program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

The Contemporary Classroom

6100 The Contemporary Classroom
All candidates proceeding to the Bachelor of Education degree are required to take this course.

Curriculum and Instruction

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior
This program integrates the content of *Primary Education* 1400 and *Junior Education* 1410 in one course, *Primary/Junior Education* 1420.

There are three different programs offered for candidates selecting *Primary/Junior Education* 1420. Primary/Junior students must choose one of these at the time of course selection.

Option 1 — Candidates in this Primary/Junior program will take all their course work at the Faculty of Education building. A choice will have to be made from the course offerings in each of the three Foundation areas and Complementary studies. During the regular in-faculty time candidates will spend one half day per week observing and teaching in an elementary school classroom (Student Teaching and Experience Program or S.T.E.P.).

Option 2 — Candidates in this Primary/Junior program will take all their courses at the Faculty of Education building, but will spend two days per week during the regular in-faculty time observing and teaching in an elementary school classroom. In order to closely integrate the theory and practice of elementary school education, Foundation subjects will be preselected for candidates choosing this option. Much of the practical work for these courses will be conducted in the S.T.E.P. schools.

Option 3 — Candidates in this option will take all of their course work in a local elementary school chosen for its ability to support a program of teacher education. As in Option 2, Foundation courses will be preselected. Candidates will have a highly integrated program which will combine the theories of child development and education with the day-to-day practice of teaching in an elementary school setting. Option 3 not offered in 1987-88.

Junior/Intermediate
This program comprises three courses: *Junior Education* 1410, *Intermediate Education* 1430 and one Intermediate Curriculum and Instruction course from those listed below. The content of 1410 and 1430 will be integrated in one course, *Junior/Intermediate* 1450.

- English 1101
- Family Studies 1161
- French 1111
- Geography 1441
- History 1151
- Mathematics 1221
- Music—Instrumental 1231
- Music—Vocal 1241
- †Physical and Health Education 1251
- Science 1301
- Visual Arts 1011

Intermediate/Senior
This program comprises two courses from those listed below:

- *†Business Studies
  - Accounting 1340
  - Data Processing 1350
  - Marketing 1360
  - Secretarial 1370
- †Computer Science 1040
- †Dramatic Arts 1070
- Economics 1080
- English 1100
- †Environmental Science 1380
- Family Studies 1160
- French 1110
- Geography 1440
- History 1150
- Italian 1190
- Mathematics 1220
- Music—Instrumental 1230
- Music—Vocal 1240
- Physical and Health Education 1250
- Political Science 1260
- Science 1300
- Spanish 1310
- Visual Arts 1010

The Intermediate/Senior, In-School, Integrated Study Option
This is open to candidates in the Intermediate/Senior division who are enrolled in a Curriculum and Instruction course offered by a department participating in the option. It may be exercised in no more than *one* of the candidate's two Curriculum and Instruction courses. The candidate normally will spend one day per in-Faculty week with a co-operating teacher in a school in the greater Toronto area. These weekly visits will be in addition to the in-school experience gained by the candidate during his or her regular practice teaching schedule. The purpose of the option is to provide the candidate with further experience in three levels of participation: observation, teaching, and unit design. Participation in this option, the selection of candidates, co-operating teachers and schools, and the particular approach to be taken, are departmental prerogatives.

*Candidates selecting Business Studies must choose both their courses from this category.
†There are no academic prerequisites for these courses.

Foundations

Candidates will take three Foundations courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy and Sociology of Education.

Educational Administration
Administration in the Modern School 3050
Administration of Adult Education 3280
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology
Learning and Human Behaviour 3070
Teaching—an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy and Sociology of Education
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
Developing a Personal Philosophy of Education 3140
The Development of Canadian Education 3200
School and Society 3160
Individual Research Project (History, Philosophy and Sociology of Education) 3240

Practice Teaching

4010 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

Complementary Studies

Candidates will select one of the following courses:

Art and Interdisciplinary Studies 5020
Atypical Development 5540
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Current Health Issues in School and Society 5080
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
Feature Films and TV in the Classroom 5450
French as a Second Language Junior 5151
Life Skills for Elementary and Secondary Students 5520
Methods of Child Study 5030
Music—General 5550
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in the Teaching of Modern Languages 5270
Recreational Mathematics 5500
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420
Values Education 5210

Details of Courses

Courses in the Bachelor of Education program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

6100 The Contemporary Classroom
This course will cover four significant aspects of education: computers in education, guidance practices, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning process; guidance methods and practices for the classroom teacher including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario, including regulatory, professional and curricular concerns; and special education, with approaches to accommodate the needs of exceptional students.

Business Studies

The Business Studies program is divided into four areas: Accounting, Data Processing, Marketing, and Secretarial, from which candidates will select any two. Keyboarding methodology is a compulsory component of each course.
Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education. (For implementation July, 1988.)

1340 Accounting Intermediate/Senior (4 hours)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Candidates will be given the opportunity to examine various computer packages.

1350 Data Processing Intermediate/Senior (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

1360 Marketing Intermediate/Senior (4 hours)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

1370 Secretarial Intermediate/Senior (4 hours)
The development of innovative and effective techniques for teaching modern business communications, and office procedures. Proficiency in typing must be demonstrated.

Computer Science

1040 Computer Science Intermediate/Senior (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers.
Prerequisites: Two post-secondary courses in computing, or approved field experience. (For implementarion July, 1988).

Dramatic Arts

1071 Dramatic Arts Intermediate (2 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech, and oral interpretation. Not offered in 1987-88.

1070 Dramatic Arts Intermediate/Senior (4 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs.
Prerequisites: Two university courses (6 credits) in drama, or approved field experience. (For implementation July, 1988).

Economics

1080 Economics Intermediate/Senior (4 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.

English

1101 English Intermediate (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English.

1100 English Intermediate/Senior (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequistes: Two university courses (6 credits) in English.

Environmental Science

1380 Environmental Science Intermediate/ Senior (4 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided. Candidates should have a background in science or geography.

1161 Family Studies Intermediate (2 hours)
An exploration of Family Studies concepts of significance to the young adolescent in the intermediate division. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.
Prerequisites: Three university course (9 credits) in home economics/family studies.

1160 Family Studies Intermediate/Senior (4 hours)
An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource materials for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.
Prerequisites: Three university courses (9 credits) in home economics/family studies.

French

1111 French Intermediate (2 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures. Candidates enrolled in this course must take French as a Second Language 5151 as their Complementary Studies requirement.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.

1110 French Intermediate/Senior (4 hours)
Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.

Geography

1441 Geography Intermediate (2 hours)
A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.
Prerequisites: Two university courses (6 credits) in geography.

1440 Geography Intermediate/Senior (4 hours)
Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.
Prerequisites: Two university courses (6 credits) in geography.

Geology

1130 Geology Intermediate/Senior (4 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.
Not offered in 1987-88.

German

1140 German Intermediate/Senior (4 hours)
This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in German. Proficiency in spoken and written German must be demonstrated when the course begins.
Not offered in 1987-88.

Greek

1210 Greek Intermediate/Senior (4 hours)
This course may be taken only in conjunction with Latin 1200. For course content see Latin 1200.
Prerequisites: Two university courses (6 credits) in Greek.
Not offered in 1987-88.

History

1151 History Intermediate (2 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for Grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.
Prerequisites: Two university courses (6 credits) in history.

1150 History Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisites: Two university courses (6 credits) in history.

Industrial Arts

1170/1171 Industrial Arts (7 hours)
The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable. Candidates must select Design Education 5090 as their Complementary Studies course.
Not offered in 1987-88.

Intermediate Education

1430 Intermediate Education (3 hours)
A study of curriculum content and teaching strategies in grades 7 and 8. Instruction is given in general methods, classroom management and specific approaches to teaching language arts, mathematics, science and social studies. This course is offered only in the Junior/Intermediate program.

Italian

1190 Italian Intermediate/Senior (4 hours)
This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Language Program on secondary school curricula. The present four-year sequence (grades 10-13) found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.
Prerequisites: Two university courses (6 credits) in Italian. Proficiency in spoken and written Italian must be demonstrated when the course begins.

Junior Education

1410 Junior Education (5 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) in the first semester. This provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Latin

1200 Latin Intermediate/Senior (4 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.
Not offered in 1987-88.

Man in Society (Society: Challenge and Change)

1270 Man in Society (Society: Challenge and Change) Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course, Man in Society. Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.
Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.
Not offered in 1987-88.

Mathematics Education

1221 Mathematics Education Intermediate (2 hours)
A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, problem solving.

1220 Mathematics Education Intermediate/Senior (4 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, problem solving.

Music

Candidates may select only one of the following: 1231, 1230, 1241 or 1240. They must also take Music General 5550 as their Complementary Studies course.

1231 Music—Instrumental Intermediate (2 hours)
Approaches to music learning through instrumental and vocal performance, listening, analysis, and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1230 Music—Instrumental Intermediate/Senior (4 hours)
Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for intermediate/senior ensembles, research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1241 Music—Vocal Intermediate (2 hours)
An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music, or background.

1240 Music—Vocal Intermediate/Senior (4 hours)
Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving, implementation of the different teaching styles, and the design of units reflecting the aims and objectives in the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in music, or background.

Physical and Health Education

1251 Physical and Health Education Intermediate (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

1250 Physical and Health Education Intermediate/Senior (4 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.
Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Political Science

1260 Political Science Intermediate/Senior (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science Education

1301 Science Intermediate (2 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Three university courses (9 credits) in science. (For implementation July, 1988.)

1300 Science Intermediate/Senior (4 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques.
Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Five university courses (15 credits) in science. (For implementation July, 1988.)

Senior Education

9610 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 11).

Spanish

1310 Spanish Intermediate/Senior (4 hours)
A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Two university courses (6 credits) in Spanish. Proficiency in spoken and written Spanish must be demonstrated when the course begins.

Visual Arts

1011 Visual Arts Intermediate (4 hours)
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three- dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

1010 Visual Arts Intermediate/Senior (6 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

All Foundation courses are 2 hours per week.

Educational Administration

3050 Administration in the Modern School
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

3280 Administration of Adult Education
A study of the administration of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

3040 Evaluation of Student Performance
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

3030 The Individual Student and the School Program
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Educational Psychology

3260 Contemporary Issues in Educational Psychology
The development of skills for observing and analyzing teaching/learning behaviour, and reporting research results. Models of learning and motivation are developed for their application to classroom teaching and discipline. Depending on the interests of class members, such contemporary issues as values programming, right and left brain learning, and classroom stress will be selected for study.
Not offered in 1987-88.

3070 Learning and Human Behaviour
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

3110 Teaching—An Interpersonal Process
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

3100 Understanding Children and Youth
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

History, Philosophy and Sociology of Education

3190 Authority and Freedom in School
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby illumine and confront one with the moral dimension of the school.

3130 Comparative Education
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

3200 The Development of Canadian Education
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

3160 School and Society
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy and Sociology of Education)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Practice Teaching

4010 Practice Teaching
Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Assignments are made in jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments

Boards of Education

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-Wentworth R.C.S.S.
Metropolitan Toronto R.C.S.S.
North York
Peel
Scarborough
Simcoe
Simcoe R.C.S.S.
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations

Metropolitan Toronto and Region Conservation Authority
University of Toronto Schools

Complementary Studies

Complementary Studies courses are the equivalent of 1 hour per week.

5020 Art and Interdisciplinary Studies
An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage interdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interest such as humanities, languages, science and technology. Background in art is not essential.

5540 Atypical Development
This course uses a model of human development to identify the common features of such disabilities as physical handicaps, mental retardation, emotional disturbance, and chronic health disorders. The concepts of coping, competence, and adaptation are employed to describe typical development, and to explore the nature and consequences of atypicality.

5040 Children's Literature
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of storytelling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with Learning and Human Behaviour 3070, or Contemporary Issues in Educational Psychology 3260.

5050 Communication Arts in Modern English
A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5070 Culture and Society as They Relate to the Teaching of French
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.
Not offered in 1987-88.

5080 Current Health Issues in School and Society
Experiential learning within groups will focus on such current health issues as: human relations, stress, changing roles of men and women, use and abuse of drugs, violence, child abuse, divorce, and death and dying.

5090 Design Education
An exploration of designing as a decision-making and problem-solving activity through practical constructive projects. Teaching units with supporting resources will be developed, interdisciplinary in emphasis, applicable to elementary and secondary classrooms.

5100 Diagnosis and Remediation of Learning Difficulties in Mathematics
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties, and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

5110 Drama in Elementary Education
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5490 Education of the Gifted
Candidates will explore legislation, the nature of giftedness, and identification procedures; the issue of enrichment, acceleration, grouping, and mainstreaming; testing, and teaching strategies.
Not offered in 1987-88.

5120 Educational Media
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

5140 Environmental Studies
An introductory course on the teaching of basic ecological principles, and the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environment pollution, and natural resoures technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems.

5400 Explorations in Creative Learning and Teaching
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills in identifying and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities.

5450 Feature Films and TV in the Classroom
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as 'text' with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

5150 French as a Second Language
The teaching of French as a Second Language (Core Program) from the earliest grades of elementary school. Candidates will examine the basic principles of general and structural linguistics and their application to second language teaching. Procedures specific to the various age levels and testing programs will be studied.
Prerequisites: This course is available only to students enrolled in Primary/Junior 1420. Two university courses (6 credits) in French. Proficiency in spoken and written French must be demonstrated when the course begins.
Not offered in 1987-88.

5151 French as a Second Language Junior
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in French Intermediate 1111.

5240 Language in the Schools
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.
Not offered in 1987-88.

5520 Life Skills for Elementary and Secondary Students
Rationale, teaching strategies, and resources for incorporating life skills into the curricula of elementary and secondary schools. Emphasis will be on the selection and development of learning materials for areas such as nutrition, family and consumer interests, parenting education, resource management, and self-concept. Students will have the opportunity to design individualized programs geared to their particular subjects or grade-level interests, and to investigate the use of community resources.

5030 Methods of Child Study
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multicultural/Intercultural Education
An examination of teaching strategies and techniques, and curriculum adaptations that are particularly relevant to multicultural and intercultural education. Emphasis will be on practical means of teaching students from a variety of cultural backgrounds in the regular classroom.
Not offered in 1987-88.

5550 Music—General (2 hours)
A course emphasizing creative activities associated with the development of conceptual awareness and aural sensitivity. Available only to students enrolled in *Music-Instrumental* (1230 or 1231) or *Music—Vocal* (1240 or 1241).

5200 Outdoor Education
An introductory course on the use of the outdoor environment in education, presented in lectures, seminars and field work. Emphasis will be on safe practices in outdoor programs. Students will have an opportunity to participate in additional outdoor experiences on an optional basis.

5300 Practical Skills for Constructing Teaching Aids
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, photography (including film and print developing), woodworking, and working with sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students.

5270 Recent Developments in the Teaching of Modern Languages
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

5500 Recreational Mathematics
A critical examination of materials such as puzzles, games, and recreational publications, for enrichment and motivation primarily at the junior and intermediate levels. Classes consist of workshops, seminars, and media presentations. Emphasis will be on the development of learning materials.

5430 The Resource Centre and the Elementary School Teacher
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading.

5420 The Resource Centre and the Secondary School Teacher
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading.

5330 Speech—Passport to Communication
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.
Not offered in 1987-88.

5470 Teaching Current Events through the Media
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.
Not offered in 1987-88.

5440 Teaching Social Issues
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.
Not offered in 1987-88.

5060 The Understanding and Personal Use of Computers
Designed for the individual who wishes to obtain an understanding of how personal computers can be used in education. The course will be taught in a non-technical manner and supplement the content of the Computer Awareness component of *The Contemporary Classroom.* Emphasis of this course will be on the use of computers in the learning process and the examination of computer learning materials. Computer facilities, including two microcomputer classrooms with a variety of computers, are available for student use. May be taken only by primary/junior and junior/intermediate students.
Not offered in 1987-88.

5480 The Use of Graphic Illustrations in the Classroom
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations. Artistic ability is not a prerequisite.
Not offered in 1987-88.

5210 Values Education
An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.

Programs in Technological Studies

One-Year Program

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate

Candidates who are permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, within five years subsequent to receiving this Diploma, submit to the Chairman of the Department of Technical and Industrial Arts proof of having been granted an approved degree from an accredited university.

Applicants must meet the following admission requirements:

1 Secondary school graduation, or its equivalent as determined by the Ministry;
2 One of:
   - five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   - a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of technological studies, of which no fewer than sixteen months must have been spent in continuous employment.
3 Proof of competence in one area of technological studies at both the basic and related advanced level, or in two areas of technological studies, both at the basic level.

Areas of Technological Studies

Basic Level	Advanced Level
Business	*Business*
Clerical Practice	Clerical Practice
Merchandising	Merchandising
Warehousing	Warehousing
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration, Air Conditioning, Heating	Refrigeration*
	Air Conditioning*
	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry
	Cabinet Making
Electrical	*Electrical*
Electricity	Electricity—Installation & Maintenance*
	Electrical Theory & Test†
Electronics	Electronics—Computer†
	Electronics—General†
Food Services	*Food Services*
Food Services	Baking Food Services
	Commercial Food Services
	Domestic Food Services†

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts*
Horticulture	*Horticulture*
Horticulture—General	Horticulture—General
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics†
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Project Design	Project Design
Music	*Music*
Music	Music—Instrumental†
	Music—Vocal†
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
Home & Family Care	Home & Family Care†
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry Cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

*Requires Ministry of Colleges and Universities Certification of Qualification.

†Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

Spring Program

This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

Application Procedure

Full instructions with details on admission may be obtained from the Chairman of the Department of Technical and Industrial Arts. Completed applications should be received by the Department not later than the second Friday in January, accompanied by:

- official transcripts of a secondary school graduation diploma, a college of applied arts and technology diploma and/or degrees where applicable
- a photocopy of a Canadian birth certificate or a document in the case of a person not born in Canada, showing the basis upon which the candidate is present in Canada
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name, if applicable
- a completed Faculty of Education experience profile
- a completed Technological Studies Student Information form
- documented proof of wage-earning experience

Technical Proficiency Examinations

Candidates will be required to pass examinations in both the theory and practice of the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37 – 40.

Program of Studies

The Program has five components:

The Contemporary Classroom
Curriculum and Instruction
Foundations
Practice Teaching
Complementary Studies

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

6100 The Contemporary Classroom (3 hours)
This course will introduce four significant educational concerns: computer awareness, guidance practices, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning environment; guidance methods and practices for the classroom teacher including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario and the regulatory, professional and curricular concerns that are derived from it; and, the nature of special education and approaches to accommodating the needs of exceptional students.

Curriculum and Instruction

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Introduction to Psychology for Teachers of Technological Studies (2 hours)
The application of educational psychology in the technological studies classroom. Areas explored include personal relations, development and adjustment, motivation, intelligence and its measurement, and the learning process, with emphasis on memory and forgetting. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Practice Teaching

4110 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments, will be required to make them up at the end of the session.

Complementary Studies

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.).

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.

b For applicants who have the O.T.C. without qualifications in technological studies but with one of
- five years of wage-earning business or industrial experience in an approved area of technological studies, or
- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment.*

Note: In subject areas where classes are not offered, a basic qualification may be obtained in the winter term through the Individual Study Program.

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies who produce evidence of twelve months of continuous full-time business or industrial experience in the area for which the advanced level qualification is sought.*

3 Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies who have

a entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least
- three** of the technological studies subjects listed on pages 25 – 26 including at least one at both the basic and the advanced levels or
- four** of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Industrial Arts, Media, Multiculturalism in Education, Special Education, and Visual Arts

b two years of successful teaching experience in technological studies in Ontario

c one year of full-time post-secondary education or equivalent

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

**One of these may be Industrial Arts Part I.

Institute of Child Study

Inquiries concerning courses should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

The Institute of Child Study is a centre of professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study—the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Early Childhood Education.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. Registration in the second year is dependent upon successful completion of all first-year work. Program requirements may be modified for students with prior professional training and experience.

Early Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three-session qualification in Primary Education and in Special Education must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education, Part II.

One-Year Program
Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. This program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Continuing Education *Prospectus*.

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications, on forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or document in the case of a person who was not born in Canada, showing the basis upon which the candidate is present in Canada
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name where applicable
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits

Conditions for Final Standing

To be recommended for the Diploma in Child Study, a candidate must attain at least:
- a Credit *(CR)* in each practicum course
- an overall *B* average for all other courses with a minimum of a *D* grade in any one course.

To be recommended for the Ontario Teacher's Certificate, a candidate in Early Childhood Education must, in addition to fulfilling Diploma requirements, demonstrate a knowledge of the acts and regulations respecting education in Ontario.

Grades in practicum courses will be recorded as Credit *(CR)*/No Credit *(NCR)*.

Grades in all other courses will be recorded in the grade scale of *A, B, C, D, FX*.

The relationship of the grade, the grade meanings, the scale of numerical marks and the translation table is as follows:

Letter Grade Scale	Grade Meaning	Scale of Numerical Marks (%)	Translation Table (%)
A	Excellent	80 - 100	87
B	Good	70 - 79	75
C	Adequate	60 - 69	65
D	Marginal	50 - 59	55
FX	Inadequate	0 - 49	25

Grade Scale for Complementary Studies

Grade	Letter Grade	Grade Meaning
Honours	(H)	Outstanding
Pass	(P)	Satisfactory
Fail	(FL)	Unsatisfactory

Grade Scale for Practicum

Grade	Letter Grade	Grade Meaning
Credit	(CR)	Pass
No Credit	(NCR)	Fail

On successful completion of the two-year program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year

2120 Introduction to Early Childhood Education
2121 Observation and Assessment of Young Children
2122 Curriculum Design and Implementation Part I
2124 Practicum
One elective: see below

Second Year

2210 Socialization, Social Development, and Family Life
2223 Curriculum Design and Implementation Part II
2230 Programming for Young Children
2231 Advanced Practicum
One elective: see below

Electives

1002 Child Development
1004 Prenatal and Infant Development
1011 Exceptional Children (second year only)
4060 Seminar and Practicum in Infant Care (second year only)
4062 Independent Study
4065 Day Care and Nursery School Administration

Any Complementary Studies course from the B.ED. Program (see pages 21 – 24).

NOTE: All students proceeding to the Ontario Teacher's Certificate must also demonstrate a knowledge of the acts and regulations respecting education in Ontario.

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. A placement of two days per week in a school or clinical setting is required in the second year to permit the practice of the theories and techniques studied.

First Year
1002 Child Development
3140 Assessment of Children's Intellectual Functioning
3141 Assessment of Children's Emotional Functioning (half course)
3142 The Child in Education Settings
3143 Family Dynamics
3144 Introduction to Facilitative Interviewing (half course)
One elective: see below

Second Year
3250 Principles of Child Management (half course)
3251 Selected Topics in Clinical Practice
3252 Counselling Individuals and Families (half course)
3253 Theories of Counselling (half course)
3255 Seminar and Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
One elective: see below

Electives
1002 Child Development
1004 Prenatal and Infant Development
1011 Exceptional Children
4061 Seminar and Practicum in Infant Assessment (second year only)
4062 Independent Study

1002 Child Development
An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

1004 Prenatal and Infant Development
An examination of conditions during the prenatal and infant period of development that will have an impact on later behaviour. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored. Students will observe infants in various settings, including the Institute's Parent-Infant Centre.

1011 Exceptional Children
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

2120 Introduction to Early Childhood Education
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

2121 Observation and Assessment of Young Children
A course designed to help students gain competence in observing, recording, and assessing children's behaviour and development in diverse educational settings. Students will plan learning experiences for children based on these observations and assessments.

2122 Curriculum Design and Implementation, Part I
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

2124 Teaching Practicum
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement at the end of the academic year.

2210 Socialization, Social Development, and Family Life
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

2223 Curriculum Design and Implementation, Part II
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

2230 Programming for Young Children
A course designed to familiarize students with various approaches to early childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

2231 Advanced Teaching Practicum
An opportunity to design and implement a program for children aged three to five who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

3140 Assessment of Children's Intellectual Functioning
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

3141 Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. Clear and effective report writing is emphasized.

3142 The Child in Educational Settings
An opportunity, in seminars and practicum, for students to learn to understand and interact effectively with children and teachers in the learning-teaching process. Emphasis will be on achieving competence in communication, observation, developmental assessment, and report-writing skills. Each student will spend time in two different educational settings, including the Institute's laboratory school.

3143 Family Dynamics
A study of approaches to family structure, functions, and values as articulated by various theorists. Different approaches to parent education, and their implications for child rearing will be examined. Students will participate in class discussions on family values and dynamics, and will conduct a structured interview with a family.

3144 Introduction to Facilitative Interviewing (half course)
An introduction to basic concepts in interviewing. Through class participation and the use of videotape, students will become aware of their own attitudes or actions that help or hinder this process.

3250 Principles of Child Management (half course)
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

3251 Selected Topics in Clinical Practice
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics may include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; wit and humour; and women's studies.

3252 Counselling Individuals and Families (half course)
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

3253 Theories of Counselling (half course)
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

3255 Seminar and Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
An exploration of recent research that has implications for infant care. An eight-week practicum over the two-year period gives opportunities for students to become familiar with infant care programs. Knowledge of infant development is used to assess programs in day care and in homes. An infant stimulation program will be developed by students, and mental health studied and assessed by use of the Flint Infant Security Scale. Practicum will be arranged in the Institute's Parent-Infant Centre. Prerequisites: Course 1004 or equivalent. Students planning to take this course should arrange for one placement in an infant care setting in their first year.

4061 Seminar and Practicum in Infant Assessment
A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard development test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed. Prerequisite: Course 1004 or equivalent.

4062 Independent Study
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

4065 Day Care and Nursery School Administration
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.

Continuing Education

Additional Qualifications for Teachers who hold an Ontario Teacher's Certificate

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session specialist, and Honour Specialist courses. These courses are offered in the summer session and winter evening session, depending on resources and demand. For information on prerequisites in specific programs see the Faculty of Education's Continuing Education *Prospectus*.

One-Session Divisional
These courses are offered to holders of an approved university degree and an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in an additional area:

Primary
Junior
Intermediate
Senior

One-Session Technological Studies
The Technical and Industrial Arts Department offers a number of programs leading to additional qualifications. Applicants must possess qualifications in technological studies or have the requisite work experience. Courses include:

Winter evening and summer courses for additional basic qualifications. (Note: Candidates must pass the examination in technical proficiency.)

Winter individual study in subjects in which courses are not offered for additional basic and advanced qualifications. (Note: Candidates must pass the examinations in technical proficiency.)

Summer session Honour Specialist qualification.

One-Session Specific
These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing who wish to acquire qualifications in the specific area.

Adult Education
Associate Teacher
Childhood Education
Law

Three-Session Specialist
These courses are offered to holders of an O.T.C. or Temporary Letter of Standing who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Specialist. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications.

Accounting
Computers in the Classroom
Co-operative Education
Data Processing
Dramatic Arts
English as a Second Language
Environmental Science
Family Studies
French as a Second Language
Guidance
Industrial Arts
Intermediate Education
Junior Education
Librarianship
Marketing
Media
Multiculturalism in Education
Music—Instrumental
Music—Vocal (P/J)
Music—Vocal (I/S)
Physical and Health Education (P/J)
Physical and Health Education (I/S)
Primary Education
Reading
Secretarial
Special Education
Visual Arts

One-Session Honour Specialist
These courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification.

Biology
Chemistry
Computer Science
Dramatic Arts
Economics
English
Environmental Science
Family Studies
French
Geography
Geology
German
History
Italian
Man in Society (Society: Challenge and Change)
Mathematics
Music
Physical and Health Education
Physics
Political Science
Science
Spanish
Visual Arts

Applications
Registrar's Office, Faculty of Education (978-3222).

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specializations are currently available in English, Geography, Mathematics, Physics, and School Librarianship.

Admission Requirements

1 A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.
2 At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows
- two integrated courses
- one special course in educational aspects of the core discipline
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries regarding Specializations

English

Professor J. Laird (416) 978-3228

Geography

Professor J. Greig (416) 978-5261

Mathematics

Professor K. Harburn (416) 978-4068

Physics

Professor T.J.E. Wolfe (416) 978-7865

School Librarianship

Professor R.J. Smith (416) 978-3242

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto M5S 1A1

Faculty and University Information

Attendance
Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Grading Practices
During the first week of each course, instructors will inform the class, both orally and in writing, of their evaluation procedures, and will provide:
- a list of all assignments, with their due dates;
- the weighting factor or percentage allotment for each course requirement;
- a statement of the procedure used to determine final grades;
- a description of the format and nature of the final examination (where applicable).

After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course, and the approval of the Dean's Committee on Grading Practices.

Commentary, appropriate in the instructor's judgement, on assessed term work will be made available to students, with time for its discussion.

Grades, as an expression of the instructor's best judgement of each student's overall performance in a course, will not be determined by any system of quotas.

All final course grades submitted by instructors will be reviewed by a Dean's committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions for Final Standing
Candidates will be evaluated on all five parts of the program: Curriculum and Instruction, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, *The Contemporary Classroom.*

Grades in the Curriculum and Instruction subjects and Foundations will be reported in the letter grade scale of *A, B, C, D, FX.* Grades in the Complementary Studies courses will be reported in the grade scale of Honours/Pass/Fail *(H/P/FL).* Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit *(CR)* and a final Fail grade as a No Credit *(NCR).* Grades in *The Contemporary Classroom* will be reported as a Credit *(CR)* or No Credit (NCR).

Grade Scale for Curriculum and Instruction and Foundations Courses

Grade	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80–100*	*87*
B	*Good*	*70– 79*	*75*
C	*Adequate*	*60– 69*	*65*
D	*Marginal*	*50– 59*	*55*
FX	*Inadequate*	*0– 49*	*25*

Grade Scale for Complementary Studies
Honours/Pass/Fail *(H/P/FL)*

Grade	*Grade Meaning*
H	*Outstanding*
P	*Satisfactory*
FL	*Unsatisfactory*

Grade Scale for Practice Teaching and The Contemporary Classroom
Credit/No Credit *(CR/NCR)*

Grade	*Grade Meaning*
CR	*Pass*
NCR	*Fail*

To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:
1. a minimum of *C* average in each of the following parts of the program:
   - *Curriculum and Instruction**
   - *Foundations*
2. a minimum of *D* grade in each course in:
   - *Curriculum and Instruction**
   - *Foundations*
3. an Honours or Pass grade in:
   - The *Complementary Studies* course
4. a Credit *(CR)* in:
   - *Practice Teaching***
   - *The Contemporary Classroom*

*For Junior/Intermediate candidates the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

**To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must receive a Pass in all four sessions of practice teaching. Currently practice teaching in the Faculty consists of four sessions of eleven days each. A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching after the completion of the academic year, subject to review and approval of the Practice Teaching Department. This opportunity will be given only once. A candidate who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education or for the Ontario Teacher's Certificate. Such a candidate will not be given the opportunity to do any supplementary practice teaching to raise the grade.

Supplemental Privileges

A candidate may be granted supplemental privileges in a course in which an *FX* or *FL* has been received. This privilege is limited to a maximum of two courses, of which only one may be a Curriculum and Instruction course.

A candidate who receives a *D* grade in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the *D* grade has reduced the average in that part to less than *C*.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges must qualify in one of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination during August;
2 by otherwise satisfying the requirements of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Appeals

There is a five-stage appeals procedure. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:

— the department chairperson
— the Appeals Committee of the Faculty Council
— the Divisional Committee of the Faculty
— the Academic Appeals Board

An appeal to the Academic Appeals Board shall normally be launched by filing a notice of appeal with the Secretary of the Board no later than ninety days after the decision which is being appealed has been communicated in writing to the appellant.

At the first three levels, the appellant must initiate the appeal within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may be obtained from the Registrar's Office.

Academic Sanctions

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education certificates, students must have discharged all recognized University obligations: tuition and incidental fees, residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, and charges for unreturned or damaged instruments, materials and equipment.

For students who have any such obligations outstanding, the University will not issue statements of results or official transcripts of records, will not release diplomas or make recommendations for Ministry of Education teaching certificates, will not provide oral confirmation or written certification of degree status in response to external enquiries and will not permit further registration in the University until such time as the obligations have been cleared.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Access to Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto*, students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this policy is available in the Registrar's office.

1 *Access by a student*
i A student may examine and have copies made of his/her academic record, with the exception of those portions of the record which comprise the application for admission to the academic division concerned and supporting documents and letters of reference, which have been provided on the understanding that they shall be maintained in confidence.
ii A student's request to examine any part of his/her official student record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.
iii A student has the right to challenge the accuracy of his/her academic record, with the exception of the material specifically excluded in (1) *(i)* above, and to have the official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments would not necessarily appear on official academic reports such as the transcript or statement of results.

2 *Access by University staff*
Members of the teaching and administrative staff of the University shall have access to relevant portions of a student's academic record for purposes related to the performance of their duties.
Access to medical information shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

3 *Access by University campus organizations*
Recognized campus organizations in the University of Toronto shall have access to the information referred to in (4) *(i) below as* well as to the residence address and telephone number of students named by that organization for the legitimate internal use of that organization.

4 *Access by others*
i By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquirers:
— The academic division(s) and the session(s) in which a student is or has been registered,
— degree(s) received and date(s) of convocation.
ii Any other information contained in the academic record of a student, including the student's comments generated under (1)*(iii)* above but with the exception of the material specifically excluded in (1)(i), shall be released to other persons and agencies only with the student's prior expressed written consent, or on presentation of a court order,, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Colleges and Universities for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division.
iii General statistical material drawn from academic records not disclosing the identities of students may be released for research and informational purposes by the academic division maintaining these records.

5 *Custody of student academic records*
Academic records are normally under the custodial responsibility of the academic division. When the academic records have fulfilled the purpose for which they were collected, the retained documents shall be deposited in the University Archives. Fifty years after a student has ceased to be registered all records including those which have been retained by any division or office

of the University become the responsibility of the University Archivist and become open to researchers authorized by the University of Toronto.

University Discipline

1 *Academic*
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, and the evaluation of a student's work by irrelevant criteria. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Affairs Committee of the Governing Council.

2 *Discipline in non-academic matters*
The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Students		*New Visa Students*
Academic fee	$1,350.00	$8,301.00
Campus services	$ 137.50	$ 137.50
Student society fees	$ 59.29	$ 59.29
Total fee payable	$1,546.79	$8,497.79
First instalment due Sept. 9	$1,007.00	$5,177.00

*A $50 deposit must be paid by applicants before final confirmation of admission, and will be deducted from the total fee, or first instalment.

NOTE:

1 At least the first instalment of fees must be paid before a student card will be issued.
2 Commencing September 15 all outstanding balances regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.
3 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Part-time Students		*New Visa Students*
Academic fee full course	$270.00	$1,660.00
Regular session, incidental fee	$ 37.50	$ 37.50
Supplemental Examinations		
For each supplemental examination in any course		$20.00

Financial Assistance

Government Financial Aid

Full-Time Students
The Ontario Student Assistance Program *(OSAP)* is available to Ontario students who are Canadian citizens or permanent residents, to assist them in meeting their educational costs. *OSAP* includes both non-repayable grants and loan assistance. *OSAP* loans are interest-free and need not be repaid until six months after the recipient has graduated or ceased to be a full-time student. Information concerning the eligibility and assessment criteria may be obtained from the Office of Student Awards, Koffler Student Services Centre, University of Toronto, 978-7950). Application forms are available from the Faculty Awards Officer and from the Office of Student Awards.

Students from other Canadian provinces should apply through their provincial financial aid authority. The Office of Student Awards can provide addresses and, in many cases, application forms.

Part-Time Students
Part-time students may also qualify for *OSAP* assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has recently established a new loan program for part-time students taking less than a 60% courseload. Unlike *OSAP* loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated. Further information and application forms may be obtained from the Faculty Awards Officer or from the Office of Student Awards.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational costs such as tuition, books, and transportation. Students wishing to apply should contact the Office of Student Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Council of the Faculty of Education offers bursaries ranging in value from $200 to $700 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

University of Toronto Alumni Association Loan Fund

Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 47 Willcocks Street, Toronto M5S 1A1 (978-2366).

Federation of Women Teachers' Associations of Ontario Loan Fund

Loans are available to women students enrolled in their final year at a faculty of education who are prospective members of FWTAO, (P.J. division), have received above average grades and have been recommended by their faculties, and have exhausted all other possibilities of student aid. The maximum loan is $800.00. Loans are to be repaid to the student teacher loan fund within three years. The first year is interest-free and the following two at half the bank rate. Applications must be made to the person in charge of student loans at the Faculty of Education who will contact the Federation on behalf of the student.

The Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to a total of $1000 annually will be made to a graduate of the Bachelor of Education program who is continuing in Ministry of Education certification courses in Special Education at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the Awards Committee, Faculty of Education, by April 1.

R.D. Phillips Memorial Loan Fund

This loan fund was established by contributions made by technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department who demonstrate financial need. Applications should be made to the Chairman of the Department.

Percy H. Taçon Memorial Bursary

This bursary was established by Mrs. P.H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970. The bursary, in the amount of $500, will be awarded annually on the basis of financial need to a student registered in the Visual Arts option of the B.ED./O.T.C. Program. Candidates must apply to the Awards Committee of the Faculty by November 1.

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. In addition, a fourth award recognizes an outstanding contribution to the life of the Faculty. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object — a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty.

Dean's Honour List

Recognition is given annually to those graduates who have attained an A in each Curriculum and Instruction course and in each Foundation course, Honours in Complementary Studies and Credit in Practice Teaching and *The Contemporary Classroom.*

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the Institute of Child Study., A total of $1000 is awarded annually to one of two candidates for the Diploma in Child Study, on the basis of scholastic attainment; financial need may also be a consideration. Selection to be made by the Awards Committee of the Institute of Child Study. Applications not required.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average.

R.J. McMaster Award

This award (to the value of interest on $1,450) was established by the friends and colleagues of Professor R.J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program in the Faculty of Education.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Student Achievement Award

Offered by Mrs. M.D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. The award will be made in September each year to a student who has completed Part I of the three-session additional qualification course in Guidance at the Faculty of Education, University of Toronto, taken in the winter evening or summer program immediately preceding the September in which the award is made. It will be given for distinction in scholarship and potential contribution to the development of guidance and counselling in Ontario schools. The recipient of the award (value $500) must satisfy the Dean and the Chairman of the Counsellor Education Department that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

P.A. Petrie Huron County Scholarship

This award (approximate value $1,250) was established by a bequest from the late Mrs. Helen M. Petrie in memory of Prof. P.A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education degree (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The plaque awarded is a memorial to Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music (The Changing Voice)

This scholarship is awarded to a student eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, an educational media centre, a drama studio, and a computer centre.

The Library houses a collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. Its collection of mounted pictures, filmstrips, slides, recordings, and kits is available to students for use both at the Faculty and in their practice teaching assignments. Facilities for previewing audiovisual aids are provided.

The Faculty's registered nurse offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

Faculty of Education Student Union

The Student Union acts on behalf of the students in matters relating to the Faculty program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office in Room 26 of the Faculty (978-8460).

Through their Union, the students have representatives on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Faculty Student Services Department

The Student Services Department, situated in Rooms 26 and 223 in co-operation with the Student Union, organizes all student events and activities.

Individual student counselling is also available in Room 223 (978-8157).

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Blue Pages*. This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: The University Housing Service on the St. George campus maintains lists of off-campus residence-style housing such as traditional, co-op, and fraternity dwellings which are located in the downtown area and are operated independently of the university. The service also acts as the admissions office for the Married Student Apartment complex for full-time students and their dependent children. A list of rooms and flats is available. Information can be obtained from the University of Toronto Housing Service, Koffler Student Services Centre, 214 College Street, Toronto, M5S 1A1 (586-8045).

Other acccommodation: Tartu College, a private student residence, offers accommodation for single students. Inquiries should be addressed to Tartu College, 310 Bloor Street West, Toronto M5S 2G5 (979-2161).

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

The *Guidance Centre* publishes and distributes standardized tests, books, and periodicals related to general education, occupational information monographs, and other educational materials for teachers and guidance counsellors.

Officers of the University

Chancellor
The Hon. J.B. Aird, O.C., Q.C., B.A., LL.D., D.Litt.S.

Chairman of the Governing Council
St. Clair Balfour, D.S.C., B.A., LL.D.

President
G.E. Connell, B.A., PH.D., LL.D., F.R.S.C., F.C.I.C.

Vice-President and Provost
J.E. Foley, B.A., PH.D.

Vice-President, Research and Government Relations
D.M. Nowlan, B.SC., M.A., PH.D.

Vice-President, Business Affairs
A.C. Pathy, Q.C., B.A.SC.

Vice-President, Institutional Relations
D.R. Cameron, B.A., M.SC., PH.D.

Secretary of the Governing Council
J.G. Dimond, M.A., PH.D.

Vice-Provost, Professional Faculties
J.F. Keffer, M.A.SC., PH.D., P.ENG.

Assistant Vice-President, Student Affairs
E.A. McKee, M.A.

Chief Librarian
C. Moore, B.A., M.L.S.

University Ombudsman
E. Hoffman, B.A.

Director of Alumni Affairs
E.B.M. Pinnington, B.A.

Director of Athletics & Recreation
G.W. Chapman, B.SC. (PHYS. ED.), M.SC.

Director of Career Counselling & Placement Centre
R. Frankle, B.A.

Warden of Hart House
R.M.H. Alway, M.A., PHIL.M.

Director of Health Services
D.R.F. Smith, M.D., C.C.F.P.

Director of Housing Service
S.A. Mason, B.A., M.ED.

Director of International Student Centre
E. Paterson, B.A.

Director of Student Awards
K.J. Swift, B.SC.

Award Winners 1986

Awards of Honour

Primary/Junior Award of Honour . . . . . Gail Tollman
Junior/Intermediate Award of Honour . . . . Karen L. Hume
Intermediate/Senior Award of Honour . . . . Jacqueline F. Norris

Award for Outstanding Contribution

Award for Outstanding Contribution
to the Life of the Faculty . . . . . Alexander Katsabouris

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January

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September

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1989

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August

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Faculty of Education

University of Toronto

Calendar

1988/89

Notice

Curriculum

At the time of printing, the courses described in this calendar are those intended to be offered in the academic year 1988-89. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but this cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course described in this calendar in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Registrar's Office
416-978-3222

Continuing Education
416-978-8157

Institute of Child Study
416-978-3457

Technical and Industrial Arts
416-978-3200

Faculty of Education

University of Toronto

Calendar

1988/89

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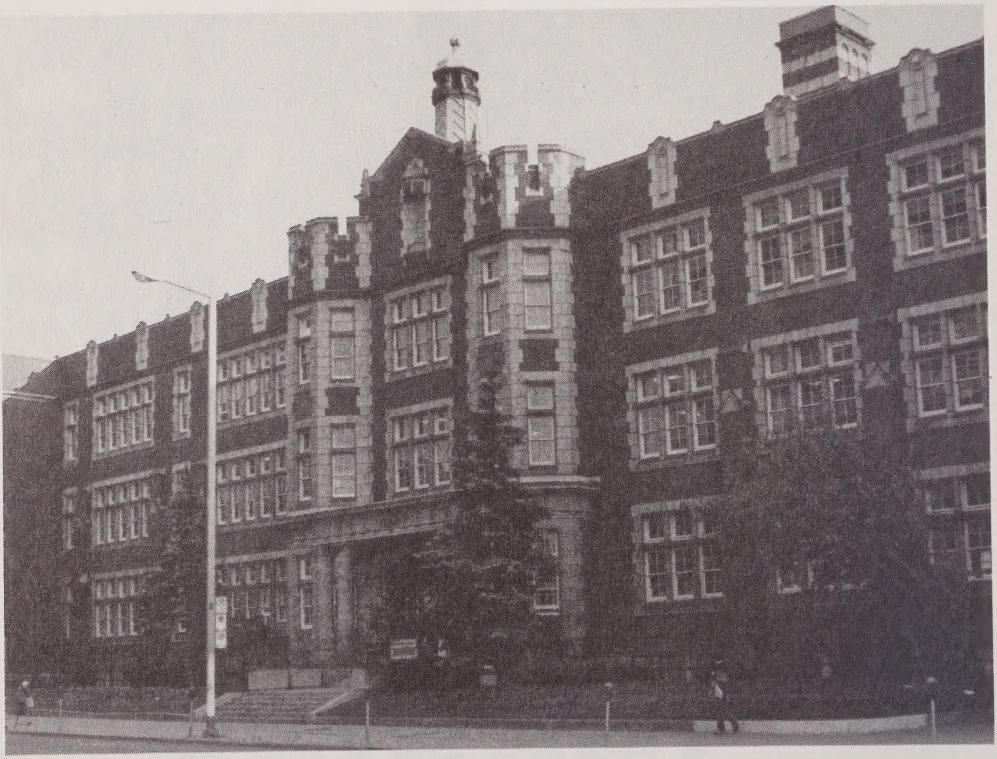


Sessional Dates 1988-89

1988

July 4-July 29	Summer Session
September 7, 8	Registration B.Ed Program
September 12, 13	Rosh Hashanah
September 14	Classes begin
September 27	Last day for course changes
October 10	Thanksgiving Day - Faculty closed
October 14–28	Practice Teaching*
November 11–25	Practice Teaching
December 6	Employment Day - no classes
December 13	Classes end
December 14	Study Day
December 15–20	Examinations

1989

January 3	Classes resume
January 13	Last day for course change, Spring Semester (Complementary Studies)
January 16	Second instalment of fees due
January 9–20	Annual Student Art Exhibition
January 25	Special Events Day for Counsellor Education
February 6–24	Practice Teaching (Primary/Junior, Option 2)
February 10–24	Practice Teaching*
February 27–March 3	Reading Week
March 6–10	Annual Children's Musical
March 24	Good Friday - Faculty closed
March 31–April 14	Practice Teaching*
March 31–April 21	Practice Teaching (Primary/Junior, Option 2)
April 21	Classes end
April 24, 25	Study Days
April 26, 27	Passover
April 28–May 5	Examinations

* For all parts of the Faculty except Primary/Junior Option 2

Faculty of Education Staff 1987-88

Note: Degrees are from the University of Toronto unless otherwise stated.

Dean
(From February 1, 1988)
M.G. Fullan, B.A., M.A., PH.D.

Acting Dean
(July 1 to January 31)
and
Associate Dean
(From February 1)
M.A. Millar, B.A. (QU.), B.P.E. (McM.), M.ED. (QU.)

Registrar
C.J. Lundy, B.A. (S.G.W.)

Associate Registrar
G.A. Whyte, B.A. (CAR.), B.J. (CAR.)

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
R.P. Baine, M.A.
G.W. Bancroft, B.A. (McG.), M.ED., PH.D.
C.L. Bedal, B.A. (QU.), M.ED.
U. Elliott, B.A. (LOND.), M.A. (W. ONT.)
B. Flint, M.A., DIP.C.S.
M.F. Grapko, B.A. (MAN.), M.A., PH.D.
R.S. Harris, M.A., PH.D. (MICH.), HON. D.LIT. (W. ONT.)
R.J. Life, B.P.H.E., M.ED.
W.G. London, B.A., M. ED. (N.Y.S.)
W.B. MacLean, M.A. (McM.)
R.J. McMaster, B.A., B.ED.
J.M. Paton, M.A., D.PAED., F.C.C.T.
G.A. Reid, B.COM., B.ED., M.A. (COL.), F.C.C.T.
J.C. Ricker, B.A., M.A.
W.E. Sager, C.D., B.A.
A.F. Skinner, B.SC. (ST.A), M.A. (ST.A), M.A. (COL.), PH.D. (ST.A.), F.E.I.S.
G. Smith, M.A. (QU.)
G.E. Tait, B.A., B.PAED., ED.D.

Art Education
J.A.M. Emerson, M.A. Assoc. Prof.
R. Sramek, B.A., M.A.E. (R.I. Sch. DESIGN), Assoc. Prof.

Business Studies
B.E. Conchie, B.A. (SASK.), Assoc. Prof.

Computer Services and Staff Development
L.J. LaFave, B.ED. (ILL.ST.COLL.), M.B.A. (ROOSEVELT), Prof.

Computer Studies
D.W. Garth, B.COM. (QU.), Assoc. Prof.
G.D. Milbrandt, B.S.ED. (N.ILL.), M.ED. (N.ILL.), Assoc. Prof.

Continuing Education and Student Services
G.W. Hunt, B.A., M.ED., ED.D. (U.S.INT.), Assoc. Prof.

Counsellor Education
P.A. Manuel, B.A., M.ED., Assoc. Prof.
B.R. Eardley, B.S. (PENN. ST.), M.ED. (PENN. ST.), Assoc. Prof.

Dramatic Arts
D.W. Booth, B.A. (McM.), M.ED. (DURH.), Prof.

Educational Administration
R.A. Martin, B.A.SC., M.ED., PH.D., Assoc. Prof.
V.K. Gilbert, B.SC. (SYD.), M.ED., PH.D. (BRIST.), Prof.
A.T. Sheehan, B.A., M.ED., PH.D., F.C.C.T., Prof. (On Leave)
J.D. Wood, M.A., PH.D., A.R.C.T. Prof.

Educational Psychology
C.C. Brodeur, M.A. (FORDHAM), M.A. (PHIL.), PH.D. Assoc. Prof.
R.W. Dent, M.A., PH.D. (MICH. ST.), Prof. (On Leave)
S.L. Kong, C.M., B.A. (KUA KIU), M.ED. (OTT.), PH.D. (OTT.), HON. LL.D. (KYUNG HEE), Prof.
D.S.J. Shackel, M.A. (HONS.) (CANT.), PH.D., Prof.
C. Tan-Willman, B.S.E. (PHIL. NORM.), M.A. (PHIL. WOMEN'S), M.A. (MINN.), PH.D. (MINN.), Prof.
A.B. Durell. M.A., PH.D., Assoc. Prof.

Educational Research and Graduate Studies
J.W. Greig, B.A. (QU.), M.ED., PH.D. (HARV.), Prof.

Elementary Education
J.W. Fair, B.A. (McM.), B.P.E. (McM.), M.ED., PH.D., Prof.

English
J. Laird, B.A., Assoc. Prof.
J.L. Aitken, B.A., M.A. (DAL.), PH.D., Prof.
A.C. Coman, M.A. (ORD. EDIN.), M.A. (HONS. EDIN.), M.A. Prof.
J.W. MacDonald, B.A. (CAR.), M.A., ED.D. (HARV.), Prof. (On Leave)
R.J. Shephard, M.A., ED.D. (HAWAII), Prof.
J.H. Stevens, M.A., Prof.
A.A. Bowers, B.A., M.ED. (QU.), Assoc. Prof.

Family Studies
H.A. Yeager, B.H.SC., M.ED., Assoc. Prof.
M. Villers, M.A. (LEEDS), Asst. Prof.

History and the Social Sciences
J.D. Thexton, M.A. (HONS. EDIN), M.A. (OTT.), PH.D. (OHIO), Assoc. Prof.
L.R. Hill, M.A., Assoc. Prof.

History, Philosophy and Sociology of Education

S.T. Rusak, B.A. (OTT.), B.ED., PH.D. (ALTA.), Assoc. Prof.
L.J. Stott, B.ED. (ALTA), PH.D. (CALGARY), Prof.
K.A. McLeod, B.A. (SASK.), M.ED. (SASK.), PH.D. Prof. (On Leave)
T.W. Goodenough, B.A. (S.G.W.), B.A. (CANTAB.), M.A. (ALTA.), Assoc. Prof.
R. Pike, B.S.W., M.A., PH.D. Assoc. Prof.

Institute of Child Study

A. Schermann, M.SC. (CAPE T.), Assoc. Prof.
R.J. Volpe, B.A. (AKRON), M.A. (KENT ST.), PH.D. (ALTA.), Prof.
A.J. Biemiller, B.A. (HARV.), M.S. (CORN.), PH.D. (CORN.), Assoc. Prof.
J.P. Klein, B.A. (CORN.), M.A., PH.D. Assoc. Prof.
D. Levinson, B.A. (IOWA), M.A. (CAR.), PH.D. (McG.), Assoc. Prof.
J. Hardacre, B.A., M.ED., DIP.C.S., Sr. Tutor
M.A. Penner, B.A., M.ED., DIP.C.S., Sr. Tutor (On Leave)
H. Stollery-Cronin, B.A., Sr. Tutor
P. Karal, M.A., PH.D., Lecturer (part-time)

Institute of Child Study Laboratory School

A.C. Cassidy, B.A. (MONTR.), DIP.C.S.
R.L. Ethier, B.A. (CONCORDIA), M.ED.
E.A. Hunter
M.A. Jaffary, B.A., DIP.C.S.
S. Kondo, B.A. (YORK), M.ED. (WINDSOR)
A.M. Sinclair, B.A. (W. ONT.), DIP.C.S.
A.E. Tough, M.A.

Library

D.C. George, B.A., B.L.S., Head Librarian (On Leave)
S.R. Dyas-Correia, B.A. (YORK), B.L.S. Acting Head Librarian
G. Alexander, B.A., M.L.S., Librarian
M.H. FitzPatrick, B.A., M.L.S. Librarian (part-time)

Mathematics Education

S.K. Harburn, B.SC. (ALTA.), M.ED. (SUNY.), Assoc. Prof.
D.W. Alexander, B.A., M.SC., ED.D. (SUNY.), Prof.
F. Ebos, M.SC. (McM.), Prof.
D.L. Fraser, B.SC. (McM.), B.ED., M.A., Prof.
H.L. Ridge, B.SC. (McM.), M.A. (YORK), PH.D. (CONN.), Prof.

Modern Language Education

H. Hainsworth, M.A., Assoc. Prof.
R. Hrubi, DIP. PROF. FR. I'ET. (I.P.F.E., SORBONNE), Sr. Tutor (On Leave)

Music

N. Kuzmich, MUS. BAC., M.A., Prof.
C.A. Hennessy, B.A. (McM.), M.ED., ED.D., Sr. Tutor

Physical Education

D.F. Fawcett, B.P.H.E., M.A. (S.CALIF.), Assoc. Prof.
P.B. Robertson, B.A., B.P.H.E., M.ED., Assoc. Prof.

Practice Teaching

R.G. Burfield, B.A., B.ED., Assoc. Prof.

School Librarianship

R.J. Smith, B.A., M.L.S., Assoc. Prof.

Science Education

T.J.E. Wolfe, B.S.A., M.ED., Prof.
W.A. Andrews, M.SC. (W. ONT.), B.ED., Prof.
D.I. Galbraith, B.SC. (W. ONT.), M.ED., Prof.
H.M. Lang, B.A. (McM.), M.ED., Prof.

Special Education

H.D. Gutteridge, M.A., Assoc. Prof.
K.J. Weber, B.A., M.SC. (ED.)(GUELPH), Prof.
D.R. Fleming, B.A. (McM), M.ED., ED.D., Sr. Tutor

Technical and Industrial Arts

A. Gaydos, B.A., M.ED., PH.D. (OHIO ST.), Assoc. Prof.
H.J. Taylor, B.A., B.ED., M.S.ED. (NIAG.), Assoc. Prof.
C.H. Wall, B.A., B.ED., M.A. (YORK), PH.D. (YORK), Assoc. Prof.

University of Toronto Schools

W.G.J. Warden, B.A. (W. ONT.), M.A. (WINDSOR), Principal
D.J. Laurenson, B.SC. (AUCK.), M.MATH. (WAT.), Ass't Principal
D. Aliferis, B.A., M.A. (YORK), B.ED.
S. Baker, B.A., B.ED.
O.G. Barrett, B.P.H.E., B.ED.
T.J. Boucher, B.A. (MICH. ST.), M.S.L.S. (COL.)
D.F. Boutros, B.A. (ALEXANDRIA)
M.U. Collier, B.A. (YORK), M.A., B.ED.
D.T. Dingle, B.A.SC., B.D. (HARV.)
L.S. Duckworth, B.A., M.ED.
J.A. Fautley, MUS.BAC., B.ED.
G.A. Fleming, B.A., M.ED.
N.D. Fox, B.COMM.
P.F.L. Gallant, B.A. (LAVAL), M.A.
M.P. Gendron, M.A.
B. Le Gresley, B.A., M.ED.
N.E. Maier, B.A., M.A. (BR. COL.)
H.C. Maynard, M.A.
N.T. McLean, B.A.
J.H. Mills, M.A. (QU.), B.ED.
D. Milne-Ives, B.Sc. (QU.), M.Sc. (DAL.), B.ED. (DAL.)
P.R.W. Moore, B.A., M.A., PH.D. (McM.)
R.J. Moorfield, M.A.
C.W.M. Pace, B.A. (W. ONT.), B.S.W., M.ED.
A.M. Pereira-Castillo, B.A. (McM), M.A., B.ED.
J.A. Ryan, B.E.S. (WAT.), B.ED.
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the *Ontario College of Education, University of Toronto.*

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated.

Deans of the Faculty of Education

W. Pakenham	1907—1934
J.G. Althouse	1934—1944
A.C. Lewis	1944—1958
B.C. Diltz	1958—1963
D.F. Dadson	1963—1973
H.O. Barrett	1974
J.C. Ricker	1975—1981
J.W. MacDonald	1981—1987
M.A. Millar	1987—1988
M.G. Fullan	1988—

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, the Master of Arts/Science in Teaching degree is available.

Full-Time Programs

Bachelor of Education Degree

Three options are offered in the one-year program:
Primary/Junior
or
Junior/Intermediate
or
Intermediate/Senior

Diploma in Technical Education (Dip.T.E.)

Diploma in Child Study (Dip.C.S.)

Child Assessment and Counselling
or
Early Childhood Education*

*This area of concentration also leads to the Ontario Teacher's Certificate.

Admission

Academic and other admission requirements are listed under the individual programs.

English Language Proficiency

English is the language of instruction for all courses at the Faculty with the exception of some offered by the Modern Language Education Department, and successful candidates receive certification to teach in schools where English is the language of instruction. Consequently, to be successful in Faculty courses and practice teaching, a candidate must demonstrate a high degree of proficiency in both oral and written English.

Candidates, including those whose first language is other than English, may request an assessment test of their proficiency by contacting the Registrar's Office. Tests will be held in June before registration and in September before the first practice teaching assignment. Test results will be useful in helping candidates determine their level of English language proficiency.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher, and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in Ontario elementary or secondary schools.

Admission of International Students

The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admission as the Council of the Faculty may determine.

Bachelor of Education and Ontario Teacher's Certificate Program

Application Procedure

Application forms and full instructions for applying may be obtained from the Registrar. Forms are also available on request from most Ontario university placement offices, normally beginning in October of the year prior to registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, a document showing the basis upon which the candidate is present in Canada
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name, where applicable
- a completed Faculty of Education experience profile

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience, such as work with children and adolescents which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Change of Courses

The last date for changing optional subjects or courses will be September 27. Thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37–40.

For complementary studies courses taken in the second semester, the last date for changing will be January 13.

The program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

The Contemporary Classroom

6100 The Contemporary Classroom
All candidates proceeding to the Bachelor of Education degree are required to take this course.

Curriculum and Instruction

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior
This program integrates the content of *Primary Education* 1400 and *Junior Education* 1410 in one course, *Primary/Junior Education* 1420.

There are three different programs offered for candidates selecting *Primary/Junior Education* 1420. Primary/Junior students must choose one of these at the time of course selection.

Option 1 — Candidates in this Primary/Junior program will take all their course work at the Faculty of Education building. They will choose from the course offerings in each of the three Foundation areas and in Complementary Studies. During the regular in-faculty time candidates will spend one half day per week observing and teaching in an elementary school classroom (Student Teaching and Experience Program or S.T.E.P.).

Option 2 — Candidates in this Primary/Junior program will take all their courses at the Faculty of Education building, but will spend two days per week during the regular in-faculty time observing and teaching in an elementary school classroom. In order to closely integrate the theory and practice of elementary school education, Foundation and Complementary Studies subjects will be preselected for candidates choosing this option. Much of the practical work for these courses will be conducted in the S.T.E.P. schools.

Option 3 — Candidates in this option will take all of their course work in a local elementary school chosen for its ability to support a program of teacher education. As in Option 2, Foundation courses will be preselected. Candidates will have a highly integrated program which will combine the theories of child development and education with the day-to-day practice of teaching in an elementary school setting. Option 3 not offered in 1988-89.

Junior/Intermediate
This program comprises three courses: *Junior Education* 1410, *Intermediate Education* 1430 and one Intermediate Curriculum and Instruction course from those listed below. The content of 1410 and 1430 will be integrated in one course, *Junior/Intermediate* 1450.
- English 1101
- French 1111
- Geography 1441
- History 1151
- Mathematics 1221
- Music—Instrumental 1231
- Music—Vocal 1241
- Physical and Health Education 1251
- Science 1301
- Visual Arts 1011

Intermediate/Senior
This program comprises two courses from those listed below:
- *Business Studies
  - Accounting 1340
  - Data Processing 1350
  - Marketing 1360
  - Secretarial 1370
- Computer Science 1040
- Dramatic Arts 1070
- Economics 1080
- English 1100
- Environmental Science 1380
- Family Studies 1160
- French 1110
- Geography 1440
- German 1140
- History 1150
- Italian 1190
- Man in Society (Society: Challenge and Change) 1270
- Mathematics 1220
- Music—Instrumental 1230
- Music—Vocal 1240
- Physical and Health Education 1250
- Political Science 1260
- Science 1300
- Spanish 1310
- Visual Arts 1010

The Intermediate/Senior, In-School, Integrated Study Option
This is open to candidates in the Intermediate/Senior division who are enrolled in a Curriculum and Instruction course offered by a department participating in the option. It may be exercised in no more than *one* of the candidate's two Curriculum and Instruction courses. The candidate normally will spend one day per in-Faculty week with a co-operating teacher in a school in the greater Toronto area. These weekly visits will be in addition to the in-school experience gained by the candidate during his or her regular practice teaching schedule. The purpose of the option is to provide the candidate with further experience in three levels of participation: observation, teaching, and unit design. Participation in this option, the selection of candidates, co-operating teachers and schools, and the particular approach to be taken, are departmental prerogatives.

*Candidates selecting Business Studies must choose both their courses from this category.

Foundations

Candidates will take three Foundation courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy and Sociology of Education.

Educational Administration
Administration in the Modern School 3050
Administration of Adult Education 3280
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology
Learning and Human Behaviour 3070
Teaching—an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy and Sociology of Education
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
Developing a Personal Philosophy of Education 3140
The Development of Canadian Education 3200
School and Society 3160
Individual Research Project (History, Philosophy and Sociology of Education) 3240

Practice Teaching

4010 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

Complementary Studies

Candidates will select one of the following courses:

Art and Interdisciplinary Studies 5020
Atypical Development 5540
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Current Health Issues in School and Society 5080
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
Feature Films and TV in the Classroom 5450
French as a Second Language Junior 5151
Life Skills for Elementary and Secondary Students 5520
Methods of Child Study 5030
Multicultural/Intercultural Education 5410
Music—General 5550
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Recent Developments in the Teaching of Modern Languages 5270
Recreational Mathematics 5500
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420
Values Education 5210

Details of Courses

Courses in the Bachelor of Education program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

6100 The Contemporary Classroom (3 hours)
This course will cover four significant aspects of education: computers in education, guidance practices, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning process; guidance methods and practices for the classroom teacher including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario, including regulatory, professional and curricular concerns; and special education, with approaches to accommodate the needs of exceptional students.

Business Studies

The Business Studies program is divided into four areas: Accounting, Data Processing, Marketing, and Secretarial, from which candidates will select any two. Keyboarding methodology is a compulsory component of each course.
Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

1340 Accounting Intermediate/Senior (4 hours)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Candidates will be given the opportunity to examine various computer packages.

1350 Data Processing Intermediate/Senior (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

1360 Marketing Intermediate/Senior (4 hours)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

1370 Secretarial Intermediate/Senior (4 hours)
The development of innovative and effective techniques for teaching modern business communications, and office procedures. Proficiency in typing must be demonstrated.

Computer Science

1040 Computer Science Intermediate/Senior (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers.
Prerequisites: Two post-secondary courses in computing, or approved field experience.

Dramatic Arts

1071 Dramatic Arts Intermediate (2 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech, and oral interpretation. Not offered in 1988-89.

1070 Dramatic Arts Intermediate/Senior (4 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs.
Prerequisites: Two university courses (6 credits) in drama, or approved field experience.

Economics

1080 Economics Intermediate/Senior (4 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.

English

1101 English Intermediate (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English.

1100 English Intermediate/Senior (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequisites: Two university courses (6 credits) in English.

Environmental Science

1380 Environmental Science Intermediate/Senior (4 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.
Prerequisites: Three university courses (9 credits) in science, geography or environmental science, or approved field experience. (For implementation July, 1989.)

Family Studies

1161 Family Studies Intermediate (2 hours)
An exploration of Family Studies concepts of significance to the young adolescent in the intermediate division. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.
Prerequisites: Three university courses (9 credits) in family studies.
Not offered in 1988-89

1160 Family Studies Intermediate/Senior (4 hours)
An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource materials for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.
Prerequisites: Three university courses (9 credits) in family studies.

French

1111 French Intermediate (2 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures. Candidates enrolled in this course must take French as a Second Language 5151 as their Complementary Studies requirement.
Prerequisites: Five university courses (15 credits) in French. (For implementation July 1989.) Proficiency in spoken and written French must be demonstrated when the course begins.

1110 French Intermediate/Senior (4 hours)
Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Five university courses (15 credits) in French. (For implementation July 1989). Proficiency in spoken and written French must be demonstrated when the course begins.

Geography

1441 Geography Intermediate (2 hours)
A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.
Prerequisites: Two university courses (6 credits) in geography.

1440 Geography Intermediate/Senior (4 hours)
Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.
Prerequisites: Two university courses (6 credits) in geography.

Geology

1130 Geology Intermediate/Senior (4 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.
Not offered in 1988-89.

German

1140 German Intermediate/Senior (4 hours)
This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Five university courses (15 credits) in German. (For implementation July 1989). Proficiency in spoken and written German must be demonstrated when the course begins.

Greek

1210 Greek Intermediate/Senior (4 hours)
This course may be taken only in conjunction with Latin 1200. For course content see Latin 1200.
Prerequisites: Two university courses (6 credits) in Greek.
Not offered in 1988-89.

History

1151 History Intermediate (2 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for Grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.
Prerequisites: Two university courses (6 credits) in history.

1150 History Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisites: Two university courses (6 credits) in history.

Industrial Arts

1170/1171 Industrial Arts (7 hours)
The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable. Candidates must select Design Education 5090 as their Complementary Studies course.
Not offered in 1988-89.

Intermediate Education

1430 Intermediate Education (3 hours)
A study of curriculum content and teaching strategies in grades 7 and 8. Instruction is given in general methods, classroom management and specific approaches to teaching language arts, mathematics, science and social studies. This course is offered only in the Junior/Intermediate program.

Italian

1190 Italian Intermediate/Senior (4 hours)
This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Language Program on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.
Prerequisites: Five university courses (15 credits) in Italian. (For implementation July 1989). Proficiency in spoken and written Italian must be demonstrated when the course begins.

Junior Education

1410 Junior Education (5 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Latin

1200 Latin Intermediate/Senior (4 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.
Not offered in 1988-89.

Man in Society (Society: Challenge and Change)

1270 Man in Society (Society: Challenge and Change) Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course, Man in Society (Society: Challenge and Change). Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies. Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.

Mathematics Education

1221 Mathematics Education Intermediate (2 hours)
A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, problem solving.

1220 Mathematics Education Intermediate/Senior (4 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, problem solving.

Music

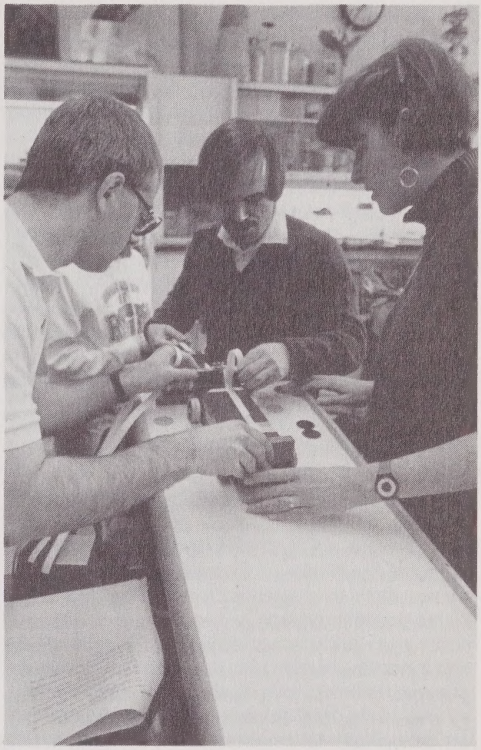
Candidates may select only one of the following: 1231, 1230, 1241 or 1240. They must also take Music General 5550 as their Complementary Studies course.

1231 Music—Instrumental Intermediate (2 hours)
Approaches to music learning through instrumental and vocal performance, listening, analysis, and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1230 Music—Instrumental Intermediate/Senior (4 hours)
Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for intermediate/senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1241 Music—Vocal Intermediate (2 hours)
An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music, or appropriate background.

1240 Music—Vocal Intermediate/Senior (4 hours)
Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving, implementation of the different teaching styles, and the design of units reflecting the aims and objectives in the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in music, or background.



Physical and Health Education

1251 Physical and Health Education Intermediate (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

1250 Physical and Health Education Intermediate/Senior (4 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.
Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Political Science

1260 Political Science Intermediate/Senior (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one half day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science Education

1301 Science Intermediate (2 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Three university courses (9 credits) in science.

1300 Science Intermediate/Senior (4 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques.
Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Five university courses (15 credits) in science.

Senior Education

9610 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 11).

Spanish

1310 Spanish Intermediate/Senior (4 hours)
A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Five university courses (15 credits) in Spanish. (For implementation July 1989.) Proficiency in spoken and written Spanish must be demonstrated when the course begins.

Visual Arts

1011 Visual Arts Intermediate (4 hours)
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three- dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

1010 Visual Arts Intermediate/Senior (6 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

All Foundation courses are 2 hours per week.

Educational Administration

3050 Administration in the Modern School
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

3280 Administration of Adult Education
A study of the administration of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

3040 Evaluation of Student Performance
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

3030 The Individual Student and the School Program
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Educational Psychology

3260 Contemporary Issues in Educational Psychology
The development of skills for observing and analyzing teaching/learning behaviour, and reporting research results. Models of learning and motivation are developed for their application to classroom teaching and discipline. Depending on the interests of class members, such contemporary issues as values programming, right and left brain learning, and classroom stress will be selected for study.
Not offered in 1988-89.

3070 Learning and Human Behaviour
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

3110 Teaching—An Interpersonal Process
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

3100 Understanding Children and Youth
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

History, Philosophy and Sociology of Education

3190 Authority and Freedom in School
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby illumine and confront one with the moral dimension of the school.

3130 Comparative Education
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

3200 The Development of Canadian Education
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

3160 School and Society
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy and Sociology of Education)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Practice Teaching

4010 Practice Teaching
Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Assignments are made in jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments

Boards of Education

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-Wentworth R.C.S.S.
Metropolitan Toronto R.C.S.S.
North York
Peel
Scarborough
Simcoe
Simcoe R.C.S.S.
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations

Metropolitan Toronto and Region Conservation Authority
University of Toronto Schools

Complementary Studies

Complementary Studies courses are the equivalent of 1 hour per week.

5020 Art and Interdisciplinary Studies
An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage interdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interest such as humanities, languages, science and technology. Background in art is not essential.

5540 Atypical Development
This course uses a model of human development to identify the common features of such disabilities as physical handicaps, mental retardation, emotional disturbance, and chronic health disorders. The concepts of coping, competence, and adaptation are employed to describe typical development, and to explore the nature and consequences of atypicality.

5040 Children's Literature
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of storytelling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with Learning and Human Behaviour 3070, or Contemporary Issues in Educational Psychology 3260.

5050 Communication Arts in Modern English
A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5070 Culture and Society as They Relate to the Teaching of French
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.
Not offered in 1988-89.

5080 Current Health Issues in School and Society
Experiential learning within groups will focus on such current health issues as: human relations, stress, changing roles of men and women, use and abuse of drugs, violence, child abuse, divorce, and death and dying.

5090 Design Education
An exploration of designing as a decision-making and problem-solving activity through practical constructive projects. Teaching units with supporting resources will be developed, interdisciplinary in emphasis, applicable to elementary and secondary classrooms.
Not offered in 1988-89.

5100 Diagnosis and Remediation of Learning Difficulties in Mathematics
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties, and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

5110 Drama in Elementary Education
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5490 Education of the Gifted
Candidates will explore current issues in the field with particular attention to the nature of giftedness, assessment and identification of gifted young people, acceleration, streaming and mainstreaming, and enrichment.
Not offered in 1988-89.

5120 Educational Media
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

5140 Environmental Studies
An introductory course on the teaching of basic ecological principles with an emphasis on the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environment pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems.

5400 Explorations in Creative Learning and Teaching
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills in identifying and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities.

5450 Feature Films and TV in the Classroom
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as 'text' with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

5151 French as a Second Language, Junior
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in French Intermediate 1111.

5240 Language in the Schools
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.
Not offered in 1988-89.

5520 Life Skills for Elementary and Secondary Students
Rationale, teaching strategies, and resources for incorporating life skills into the curricula of elementary and secondary schools. Emphasis will be on the selection and development of learning materials for areas such as nutrition, family and consumer interests, parenting education, resource management, and self-concept. Students will have the opportunity to design individualized programs geared to their particular subjects or grade-level interests, and to investigate the use of community resources.

5030 Methods of Child Study
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multicultural/Intercultural Education
An examination of teaching strategies and techniques, and curriculum adaptations that are particularly relevant to multicultural and intercultural education. Emphasis will be on practical means of teaching students from a variety of cultural backgrounds in the regular classroom.

5550 Music—General (2 hours)
A course emphasizing creative activities associated with the development of conceptual awareness and aural sensitivity. Available only to students enrolled in *Music-Instrumental* (1230 or 1231) or *Music—Vocal* (1240 or 1241).

5200 Outdoor Education
An introductory course on the use of the outdoor environment in education, presented in lectures, seminars and field work. Emphasis will be on safe practices in outdoor programs. Students will have an opportunity to participate in additional outdoor experiences on an optional basis.

5300 Practical Skills for Constructing Teaching Aids
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, photography (including film and print developing), woodworking, and working with sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students.
Not offered in 1988-89.

5270 Recent Developments in the Teaching of Modern Languages
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

5500 Recreational Mathematics
A critical examination of materials such as puzzles, games, and recreational publications, for enrichment and motivation primarily at the junior and intermediate levels. Classes consist of workshops, seminars, and media presentations. Emphasis will be on the development of learning materials.

5430 The Resource Centre and the Elementary School Teacher
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading.

5420 The Resource Centre and the Secondary School Teacher
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading.

5330 Speech—Passport to Communication
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.
Not offered in 1988-89.

5470 Teaching Current Events through the Media
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.
Not offered in 1988-89.

5440 Teaching Social Issues
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.
Not offered in 1988-89.

5060 The Understanding and Personal Use of Computers
Designed for the individual who wishes to obtain an understanding of how personal computers can be used in education. The course will be taught in a non-technical manner and supplement the content of the Computer Awareness component of *The Contemporary Classroom.* Emphasis of this course will be on the use of computers in the learning process and the examination of computer learning materials. Computer facilities, including two microcomputer classrooms with a variety of computers, are available for student use. May be taken only by Primary/Junior and Junior/Intermediate students.
Not offered in 1988–89

5480 The Use of Graphic Illustrations in the Classroom
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations. Artistic ability is not a prerequisite.
Not offered in 1988-89.

5210 Values Education
An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.

Programs in Technological Studies

One-Year Program

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, within five years subsequent to receiving this Diploma, submit to the Chair of the Department of Technical and Industrial Arts proof of having been granted an approved degree from an accredited university.

Applicants must meet the following admission requirements:

1 Secondary school graduation, or its equivalent as determined by the Ministry;
2 One of:
- five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
- a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of technological studies, of which no fewer than sixteen months must have been spent in continuous employment.

3 Proof of competence in one area of technological studies at both the basic and related advanced level, or in two areas of technological studies, both at the basic level.

Areas of Technological Studies

Basic Level	Advanced Level
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration	Refrigeration*
Air Conditioning	Air Conditioning*
Heating	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry
	Cabinet Making
Electrical	*Electrical*
Electricity	Electricity—Installation & Maintenance*
	Electrical Theory & Test†
Electronics	Electronics—Computer†
	Electronics—General†
Food Services	*Food Services*
Food Services	Baking Food Services*†
	Commercial Food Services*†
	Domestic Food Services*†

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts†
Horticulture	*Horticulture*
Horticulture—General	Horticulture—General†
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics†
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Project Design	Project Design
Music	*Music*
Music	Music—Instrumental†
	Music—Vocal†
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
Home & Family Care	Home & Family Care†
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry Cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

*Requires Ministry of Colleges and Universities Certification of Qualification.

†Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

*†Requires a current certificate of qualifications and/or post-secondary education.

Application Procedure

Full instructions with details on admission may be obtained from the Chair of the Department of Technical and Industrial Arts. Completed applications should be received by the Department not later than the second Friday in January, accompanied by:

- official transcripts of a secondary school graduation diploma, a college of applied arts and technology diploma and/or degrees where applicable
- a photocopy of a Canadian birth certificate or a document in the case of a person not born in Canada, showing the basis upon which the candidate is present in Canada
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name, if applicable
- a completed Faculty of Education Experience Profile
- a completed Technological Studies Student Information form
- documented proof of wage-earning experience

Technical Proficiency Examinations

Candidates will be required to pass examinations in both the theory and practice of the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37 – 40.

Spring Program

This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education. Not offered 1988-89.

Program of Studies

The Program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

6100 The Contemporary Classroom (3 hours)
This course will introduce four significant educational concerns: computer awareness, guidance practices, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning environment; guidance methods and practices for the classroom teacher including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario and the regulatory, professional and curricular concerns that are derived from it; and, the nature of special education and approaches to accommodating the needs of exceptional students.

Curriculum and Instruction

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Introduction to Psychology for Teachers of Technological Studies (2 hours)
The application of educational psychology in the technological studies classroom. Areas explored include personal relations, development and adjustment, motivation, intelligence and its measurement, and the learning process, with emphasis on memory and forgetting. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Practice Teaching

4110 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments, will be required to make them up at the end of the session.

Complementary Studies

5050 Communication Arts in Modern English (1 hour)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Additional Qualifications

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.).

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.

b For applicants who have the O.T.C. without qualifications in technological studies but with one of
- five years of wage-earning business or industrial experience in an approved area of technological studies, or
- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment.*

Note: In subject areas where classes are not offered, a basic qualification may be obtained in the winter term through the Individual Study Program.

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies who produce evidence of twelve months of continuous full-time business or industrial experience in the area for which the advanced level qualification is sought.*

3 Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies who have

a entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least
- three** of the technological studies subjects listed on pages 25 – 26 including at least one at both the basic and the advanced levels or
- four** of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Industrial Arts, Media, Multiculturalism in Education, Special Education, or Visual Arts

b two years of successful teaching experience in technological studies in Ontario

c one year of full-time post-secondary education or equivalent

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

**One of these may be Industrial Arts Part I.

Institute of Child Study

The Institute of Child Study is a centre of professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study—the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Inquiries concerning courses should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Early Childhood Education.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. Registration in the second year is dependent upon successful completion of all first-year work. Program requirements may be modified for students with prior professional training and experience.

Early Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three-session qualification in Primary Education and in Special Education must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education, Part II.

One-Year Program
Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. This program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Continuing Education *Prospectus*.

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications, on forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, a document showing the basis upon which the candidate is present in Canada
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name where applicable
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits

Conditions for Final Standing

Grades in all courses except Complementary Studies and Practicum courses will be reported in the letter grade scale of A, B, C, D, FX. Grades in the Complementary Studies courses will be reported in the grade scale of Honours/Pass/Fail (H/P/FL). Grades in Practicum courses will be reported as a Credit (CR) or as a No Credit (NCR).

The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

GRADE SCALE FOR COURSES LEADING TO THE DIPLOMA IN CHILD STUDY

Letter Grade	Grade Meaning	Scale of Numerical Marks	Translation Table
A	Excellent	80-100%	87%
B	Good	70-79%	75%
C	Adequate	60-69%	65%
D	Marginal	50-59%	55%
FX	Inadequate	0-49%	25%

GRADE SCALE FOR COMPLEMENTARY STUDIES COURSES
Honours/Pass/Fail (H/P/FL)

Letter Grade	Grade	Grade Meaning
H	Honours	Outstanding
P	Pass	Satisfactory
FL	Fail	Unsatisfactory

GRADE SCALE FOR PRACTICUM COURSES
Credit/No Credit (CR/NCR)

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

Two-Year Program
To be recommended for the Diploma in Child Study a candidate must successfully complete ten full courses, including all required courses, and attain at least:

- — a Credit (CR) in each practicum course
- — a minimum of a Pass (P) grade in each Complementary Studies course
- — an overall B average for all other courses with a minimum of a D grade in any one course

Two-Year Program
To be recommended for the Ontario Teacher's Certificate, a candidate in Early Childhood Education must, in addition to fulfilling Diploma requirements, demonstrate a knowledge of the acts and regulations respecting education in Ontario.

One-Year Program
To be recommended for the Diploma in Child Study a candidate must successfully complete five full courses, including all required courses, and attain at least:

- — a Credit (CR) in each practicum course
- — a minimum of Pass (P) grade in each Complementary Studies course
- — an overall B average for all other courses with a minimum of a D grade in any one course

Supplemental Privileges
A candidate may have supplemental privileges in a course in which an FX or FL has been received. This privilege is limited to a maximum of two courses.
Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.
A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:
1. by taking an examination during July or August;
2. by otherwise satisfying the requirements of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course.
No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in the Calendar, except by permission of the Council of the Faculty.

On successful completion of the two-year program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year

2120 Introduction to Early Childhood Education
2121 Observation and Assessment of Young Children
2122 Curriculum Design and Implementation Part I
2124 Practicum
One elective: see below

Second Year

2210 Socialization, Social Development, and Family Life
2223 Curriculum Design and Implementation Part II
2230 Programming for Young Children
2231 Advanced Practicum
One elective: see below

Electives

1002 Child Development
1004 Prenatal and Infant Development
4060 Seminar and Practicum in Infant Care (second year only)
4062 Independent Study
4065 Day Care and Nursery School Administration
4070 Teaching Exceptional Children
Any Complementary Studies course from the B.ED. Program (see pages 21 – 24).

Child Assessment and Counselling

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. A placement of two days per week in a school or clinical setting is required in the second year to permit the practice of the theories and techniques studied.

First Year
3140 Assessment of Children's Intellectual Functioning
3141 Assessment of Children's Emotional Functioning (half course)
3142 The Child in Education Settings
3143 Family Dynamics
3144 Introduction to Facilitative Interviewing (half course)
One elective: see below

Second Year
3250 Principles of Child Management (half course)
3251 Selected Topics in Clinical Practice
3252 Counselling Individuals and Families (half course)
3253 Theories of Counselling (half course)
3255 Seminar and Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
One elective: see below

Electives
1002 Child Development
1004 Prenatal and Infant Development
1011 Exceptional Children
4061 Seminar and Practicum in Infant Assessment (second year only)
4062 Independent Study

Details of Courses

1002 Child Development
An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

1004 Prenatal and Infant Development
An examination of conditions during the prenatal and infant period of development that will have an impact on later behaviour. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored. Students will observe infants in various settings, including the Institute's Parent-Infant Centre.

1011 Exceptional Children
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

2120 Introduction to Early Childhood Education
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

2121 Observation and Assessment of Young Children
A course designed to help students gain competence in observing, recording, and assessing children's behaviour and development in diverse educational settings. Students will plan learning experiences for children based on these observations and assessments.

2122 Curriculum Design and Implementation, Part I
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

2124 Teaching Practicum
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement at the end of the academic year.

2210 Socialization, Social Development, and Family Life
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

2223 Curriculum Design and Implementation, Part II
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

2230 Programming for Young Children
A course designed to familiarize students with various approaches to early childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

2231 Advanced Teaching Practicum
An opportunity to design and implement a program for children aged three to five who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

3140 Assessment of Children's Intellectual Functioning
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

3141 Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. Clear and effective report writing is emphasized.

3142 The Child in Education Settings
An opportunity, in seminars and practicum, for students to learn to understand and interact effectively with children and teachers in the learning-teaching process. Emphasis will be on achieving competence in communication, observation, developmental assessment, and report-writing skills. Each student will spend time in two different educational settings, including the Institute's laboratory school.

3143 Family Dynamics
A study of approaches to family structure, functions, and values as articulated by various theorists. Different approaches to parent education, and their implications for child rearing will be examined. Students will participate in class discussions on family values and dynamics, and will conduct a structured interview with a family.

3144 Introduction to Facilitative Interviewing (half course)
An introduction to basic concepts in interviewing. Through class participation and the use of videotape, students will become aware of their own attitudes or actions that help or hinder this process.

3250 Principles of Child Management (half course)
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

3251 Selected Topics in Clinical Practice
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics may include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; wit and humour; and women's studies.

3252 Counselling Individuals and Families (half course)
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

3253 Theories of Counselling (half course)
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

3255 Seminar and Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
An exploration of recent research that has implications for infant care. An eight-week practicum over the two-year period gives opportunities for students to become familiar with infant care programs. Knowledge of infant development is used to assess programs in day care and in homes. An infant stimulation program will be developed by students, and mental health studied and assessed by use of the Flint Infant Security Scale. Practicum will be arranged in the Institute's Parent-Infant Centre.
Prerequisites: Course 1004 or equivalent.
Students planning to take this course should arrange for one placement in an infant care setting in their first year.

4061 Seminar and Practicum in Infant Assessment
A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard development test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed.
Prerequisite: Course 1004 or equivalent.

4062 Independent Study
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

4065 Day Care and Nursery School Administration
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.
Not offered in 1988-89.

4070 Teaching Exceptional Children
This course offers an introduction to and overview of the characteristics of exceptional children as well as an overview of policies and practices in special education. Particular emphasis is given to methods of understanding and assisting children identified as exceptional. Students will be helped to develop confidence in assessing children with special needs and in gathering information about them. Case studies and practicum experience will be used to prepare modified instructional programs to address exceptionalities in learning and behaviour.
The course fulfills the Ontario Ministry of Education requirements for Core 1 and Core 2 of the Additional Qualification, Special Education 1.

Continuing Education

Additional Qualifications for Teachers who hold an Ontario Teacher's Certificate

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session Specialist, and Honour Specialist courses. These courses are offered in the summer session and winter evening session, depending on resources and demand. For information on prerequisites in specific programs see the Faculty of Education's Continuing Education *Prospectus*.

One-Session Divisional
These courses are offered to holders of an approved university degree and an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in an additional area:

Primary
Junior
Intermediate
Senior

One-Session Technological Studies
The Technical and Industrial Arts Department offers a number of programs leading to additional qualifications. Applicants must possess qualifications in technological studies or have the requisite work experience. Courses include:

Winter evening and summer courses for additional basic qualifications. (Note: Candidates must pass the examination in technical proficiency.)

Winter individual study in subjects in which courses are not offered for additional basic and advanced qualifications. (Note: Candidates must pass the examinations in technical proficiency.)

Summer session Honour Specialist qualification.

One-Session Specific
These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing who wish to acquire qualifications in the specific area.

Adult Education
Associate Teacher
Childhood Education
Entrepreneurial Studies
Law
Teaching Writing

Three-Session Specialist
These courses are offered to holders of an O.T.C. or Temporary Letter of Standing who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Specialist. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications.

Accounting
Computer Studies/Computer Science
Computers in the Classroom
Co-operative Education
Data Processing
Dramatic Arts
English as a Second Language
Environmental Science
Family Studies
French as a Second Language
Guidance
Industrial Arts
Intermediate Education
Junior Education
Librarianship
Marketing
Media
Multiculturalism in Education
Music—Instrumental
Music—Vocal (P/J)
Music—Vocal (I/S)
Physical and Health Education (P/J)
Physical and Health Education (I/S)
Primary Education
Reading
Secretarial
Science (P/J)
Special Education
Visual Arts

One-Session Honour Specialist
These courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification.

Biology
Chemistry
Computer Science
Dramatic Arts
Economics
English
Environmental Science
Family Studies
French
Geography
Geology
German
History
Italian
Man in Society (Society: Challenge and Change)
Mathematics
Music
Physical and Health Education
Physics
Political Science
Science
Spanish
Visual Arts

Applications
Registrar's Office, Faculty of Education (978-3222) or Continuing Education Department (978-8157).

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specializations are currently available in English and Mathematics.

Admission Requirements

1 A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.
2 At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows
- two integrated courses
- one special course in educational aspects of the core discipline
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries regarding Specializations

English

Professor J. Laird (416) 978-3228

Mathematics

Professor S. K. Harburn (416) 978-4068

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto M5S 1A1

Faculty and University Information

Attendance

Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Evaluation Procedures

1 During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   a) a list of all assignments, with due dates;
   b) the weighting factor or percentage allotment for each course requirement;
   c) a statement on the procedure used to determine final grades;
   d) a description of the format and nature of the final examination (where applicable).
2 After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.
3 Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.
4 Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination etc. should have a value of more than 80% of the grade.
5 At least one piece of term work which is a part of the evaluation of a student performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
6 Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
7 All final course grades submitted by instructors will be reviewed by a Dean's Review committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions for Final Standing

Candidates will be evaluated on all five parts of the program: Curriculum and Instruction, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, The Contemporary Classroom.

Grades in the Curriculum and Instruction subjects and Foundations will be reported in the letter grade scale of A, B, C, D, FX. Grades in the Complementary Studies courses will be reported in the grade scale of Honours/Pass/Fail *(H/P/FL)*. Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit *(CR)* and a final Fail grade as a No Credit *(NCR)*. Grades in *The Contemporary Classroom* will be reported as a Credit *(CR)* or No Credit *(NCR)*.

The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundations Courses

Letter Grade	Grade Meaning	Numerical Marks	Translation Table
A	Excellent	80-100%	87%
B	Good	70-79%	75%
C	Adequate	60-69%	65%
D	Marginal	50-59%	55%
FX	Inadequate	0-49%	25%

Grade Scale for Complementary Studies

Letter Grade	Grade	Grade Meaning
H	Honours	Outstanding
P	Pass	Satisfactory
FL	Fail	Unsatisfactory

Grade Scale for Practice Teaching and The Contemporary Classroom

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:

i. a minimum of a C average in each of the following parts of the program:
   – Curriculum and Instruction*
   – Foundations

ii. a minimum of a D grade in each course in:
   – Curriculum and Instruction
   – Foundations

iii. an Honours or a Pass grade in:
   – the Complementary Studies course.

iv. a Credit (CR) in:
   – Practice Teaching**
   – The Contemporary Classroom

* For Junior/Intermediate candidates the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

** To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must receive a Pass in all four sessions of practice teaching. Currently practice teaching in the Faculty consists of four sessions of eleven days each. A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching after the completion of the academic year, subject to review and approval by the Practice Teaching Department. This opportunity will be given only once. A candidate who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education or for the Ontario Teacher's Certificate. Such a candidate will not be given the opportunity to do any supplementary practice teaching to raise the grade.

Supplemental Privileges

A candidate may have supplemental privileges in a course in which an FX or FL has been received. This privilege is limited to a maximum of two courses, of which only one may be a Curriculum and Instruction course.

A candidate who receives a D grade in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in the course if the D grade has reduced the average in that part to less than C.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

1. by taking an examination during July or August;

2. by otherwise satisfying the requirements of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in the Calendar, except by permission of the Council of the Faculty.

Student Access to Examination Papers

a) Copies of final examination papers for the preceding five academic years are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Dean's Committee on Grading Practices. In those cases, an exemption notice will be filed in place of the copy of the examination.

b) A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

Appeals

There is a five stage appeals procedure. In the first instance, the appeal should be made, in writing, to the instructor concerned.

If this fails to satisfy, successive appeals, in writing, may be made until the problem is resolved, to the following:

- the department Chairperson
- the Appeals Committee of the Faculty Council
- the Divisional Appeals Committee of the Faculty
- the Academic Appeals Board

An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after the decision from which the appeal is being taken has been communicated in writing to the appellant.

At the first four levels, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may be obtained from the Registrar's office.

Academic Sanctions

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education certificates, students must have discharged all recognized University obligations: tuition and incidental fees, residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, and charges for unreturned or damaged instruments, materials and equipment.

For students who have any such obligations outstanding, the University will not issue statements of results or official transcripts of records, will not release diplomas or make recommendations for Ministry of Education teaching certificates, will not provide oral confirmation or written certification of degree status in response to external enquiries and will not permit further registration in the University until such time as the obligations have been cleared.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Access to Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto*, students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this policy is available in the Registrar's office.

1 *Access by a student*

i A student may examine and have copies made of his/her academic record, with the exception of those portions of the record which comprise letters of reference which have been provided on the understanding that they shall be maintained in confidence.

ii A student's request to examine any part of his/her official student record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii A student has the right to challenge the accuracy of his/her academic record, with the exception of the material specifically excluded in (1) *i* above, and to have the official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments would not necessarily appear on official academic reports such as transcripts or statements of results.

2 *Access by University staff*

Members of the teaching and administrative staff of the University shall have access to relevant portions of a student's academic record for purposes related to the performance of their duties.

Access to medical information shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

3 *Access by University campus organizations*

Recognized campus organizations in the University of Toronto shall have access to the information referred to in (4) *i* below as well as to the residence address and telephone number of students named by that organization for the legitimate internal use of that organization.

4 *Access by others*

i By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquirers:

—the academic division(s) and the session(s) in which a student is or has been registered,

— degree(s) received and date(s) of convocation.

ii Any other information contained in the academic record of a student, including the student's comments generated under (1) *iii* above but with the exception of the material specifically excluded in (1) *i*, shall be released to other persons and agencies only with the student's prior expressed written consent, or on presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Colleges and Universities for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic

record shall be kept on file within a division.
iii General statistical material drawn from academic records not disclosing the identities of students may be released for research and informational purposes by the academic division maintaining these records.

5 *Refusal of access*
The University reserves the right to withhold access to the statements of results and transcripts of students who have outstanding debts. The University may also choose not to release the official diploma to such students nor to provide written or oral certifications of degree on their behalf.

6 *Custody of student academic records*
Academic records are normally under the custodial responsibility of the academic division. When the academic records have fulfilled the purpose for which they were collected, the retained documents shall be deposited in the University Archives. Fifty years after a student has ceased to be registered all records including those which have been retained by any division or office of the University become the responsibility of the University Archivist and become open to researchers authorized by the University of Toronto.

University Discipline

1 *Academic*
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, and the evaluation of a student's work by irrelevant criteria. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Affairs Committee of the Governing Council.

2 *Discipline in non-academic matters*
The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Fees

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Students		*New Visa Students*
Academic fee	$1,410.00	$8,675.00
Campus services	144.25	144.25
Student society fees	66.29	66.29
Total fee payable	1,620.54	8,885.54
Minimum first payment	1,057.00	5,416.00

NOTE:
1 At least the first instalment of fees must be paid before a student card will be issued.
2 Commencing September 15 all outstanding balances regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.
3 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Part-time Students		*New Visa Students*
Academic fee per course	$282.00	$1,735.00
†Campus services	28.75	28.75
†Student society fees	10.00	10.00
Supplemental Examinations		
For each supplemental examination in any course		$20.00

†Payable once per session.

Financial Assistance

Government Financial Aid

Full-Time Students
The Ontario Student Assistance Program *(OSAP)* is available to Ontario students who are Canadian citizens or permanent residents, to assist them in meeting their educational costs. *OSAP* includes both non-repayable grants and loan assistance. *OSAP* loans are interest-free and need not be repaid until six months after the recipient has graduated or ceased to be a full-time student. Information concerning the eligibility and assessment criteria may be obtained from the Office of Student Awards, Koffler Student Services Centre, University of Toronto, (978-8045). Application forms are available from the Faculty Awards Officer and from the Office of Student Awards.

Students from other Canadian provinces should apply through their provincial financial aid authority. The Office of Student Awards can provide addresses and, in many cases, application forms.

Part-Time Students
Part-time students may also qualify for *OSAP* assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has recently established a new loan program for part-time students taking less than a 60% courseload. Unlike *OSAP* loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated. Further information and application forms may be obtained from the Faculty Awards Officer or from the Office of Student Awards.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational costs such as tuition, books, and transportation. Students wishing to apply should contact the Office of Student Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Council of the Faculty of Education offers bursaries ranging in value from $200 to $700 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

University of Toronto Alumni Association Loan Fund

Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 47 Willcocks Street, Toronto M5S 1A1 (978-2366).

Federation of Women Teachers' Associations of Ontario Loan Fund

Loans are available to women students enrolled in their final year at a faculty of education who are prospective members of FWTAO, (P./J. division), have received above average grades and have been recommended by their faculties, and have exhausted all other possibilities of student aid. The maximum loan is $800.00. Loans are to be repaid to the student teacher loan fund within three years. The first year is interest-free and the following two at half the bank rate. Applications must be made to the person in charge of student loans at the Faculty of Education who will contact the Federation on behalf of the student.

The Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to a total of $1000 annually will be made to a graduate of the Bachelor of Education program who is continuing in Ministry of Education certification courses in Special Education at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the Awards Committee, Faculty of Education, by April 1, through the Special Education Department of the Faculty.

R.D. Phillips Memorial Loan Fund

This loan fund was established by contributions made by technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department who demonstrate financial need. Applications should be made to the Chair of the Department.

Percy H. Taçon Memorial Bursary

This bursary was established by Mrs. P.H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970. The bursary, in the amount of $500, will be awarded annually on the basis of financial need to a student registered in the Visual Arts option of the B.ED./O.T.C. Program. Candidates must apply to the Awards Committee of the Faculty by November 1.

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. In addition, a fourth award recognizes an outstanding contribution to the life of the Faculty. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object — a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty.

Dean's Honour List

Recognition is given annually to those graduates who have attained an A in each Curriculum and Instruction course and in each Foundation course, Honours in Complementary Studies and Credit in Practice Teaching and *The Contemporary Classroom.*

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institue of Child Study. $500 is awarded annually to a second-year student in each of the two programs leading to the Diploma in Child Study. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average.

R.J. McMaster Award

This award (to the value of interest on $1,450) was established by the friends and colleagues of Professor R.J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program in the Faculty of Education.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other university approved by the Faculty.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Award in Guidance

Offered by Mrs. M.D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. One or two Awards, equivalent to the summer school fee for Guidance, will be made to a graduate of the Bachelor of Education program who is continuing in the Ministry of Education qualification courses in Guidance at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the Awards Committee, Faculty of Education, by April 1.

P.A. Petrie Huron County Scholarship

This award (approximate value $1,250) was established by a bequest from the late Mrs. Helen M. Petrie in memory of Prof. P.A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education degree (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The plaque awarded is a memorial to Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music (The Changing Voice)

This scholarship is awarded to a student eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, an educational media centre, a drama studio, and a computer centre.

The Library houses a collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. Its collection of mounted pictures, filmstrips, slides, recordings, and kits is available to students for use both at the Faculty and in their practice teaching assignments. Facilities for previewing audiovisual aids are provided.

The Faculty's registered nurse offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

Faculty of Education Student Union

The Student Union acts on behalf of the students in matters relating to the Faculty program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office in Room 24 of the Faculty (978-8460).

Through their Union, the students have representatives on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Faculty Student Services Department

The Student Services Department, situated in Rooms 24 and 223 in co-operation with the Students Union, organizes all student events and activities.

Individual student counselling is also available in Room 223 (978-8157).

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Blue Pages*. This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: The University Housing Service on the St. George campus maintains lists of off-campus residence-style housing such as traditional, co-op, and fraternity dwellings which are located in the downtown area and are operated independently of the university. The service also acts as the admissions office for the Married Student Apartment complex for full-time students and their dependent children. Applications for these apartments should be made one year in advance. A list of rooms and flats is also available. Information can be obtained from the University of Toronto Housing Service, Koffler Student Services Centre, 214 College Street, Toronto, M5S 1A1 (978-8045)

Other accommodation: Tartu College, a private student residence, offers accommodation for single students. Inquiries should be addressed to Tartu College, 310 Bloor Street West, Toronto M5S 2G5 (979-2161).

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Officers of the University 1987-88

Chancellor
The Hon. J.B. Aird, O.C., Q.C., B.A., LL.D., D.Litt.S.

Chairman of the Governing Council
St. Clair Balfour, D.S.C., B.A., LL.D.

President
G.E. Connell, B.A., PH.D., LL.D., F.R.S.C., F.C.I.C.

Vice-President and Provost
J.E. Foley, B.A., PH.D.

Vice-President, Research and Government Relations
D.M. Nowlan, B.SC., M.A., PH.D.

Vice-President, Business Affairs
A.C. Pathy, Q.C., B.A.SC.

Vice-President, Institutional Relations
D.R. Cameron, B.A., M.SC., PH.D.

Secretary of the Governing Council
J.G. Dimond, M.A., PH.D.

Vice-Provost, Professional Faculties
J.F. Keffer, M.A.SC., PH.D., P.ENG.

Assistant Vice-President, Student Affairs
E.A. McKee, M.A.

Chief Librarian
C. Moore, B.A., M.L.S.

University Ombudsman
E. Hoffman, B.A.

Director of Alumni Affairs
E.B.M. Pinnington, B.A.

Director of Athletics & Recreation
G.W. Chapman, B.SC. (PHYS. ED.), M.SC.

Director of Career Counselling & Placement Centre
R. Frankle, B.A.

Warden of Hart House
R.M.H. Alway, M.A., PHIL.M.

Director of Health Services
D.R.F. Smith, M.D., C.C.F.P.

Director of Housing Service
S.A. Mason, B.A., M.ED.

Director of International Student Centre
E. Paterson, B.A.

Director of Student Awards
K.J. Swift, B.SC.

Award Winners 1987

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Primary/Junior Award of Honour ..... Krista Hope
Junior/Intermediate Award of Honour .... Dahlia Rusinek
Intermediate/Senior Award of Honour .... Jon Kirby

Award for Outstanding Contribution

Award for Outstanding Contribution
to the Life of the Faculty ..... Rosy Nadalin

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Faculty of Education

University of Toronto

Calendar

NORAH GRAHAM
LIBRARY

1989/90

Notice

Curriculum

At the time of printing, the courses described in this calendar are those intended to be offered in the academic year 1989-90. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but this cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course described in this calendar in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Registrar's Office
416-978-3222

Continuing Education
416-978-8157

Institute of Child Study
416-978-3457

Technical and Industrial Arts
416-978-3200

Faculty of Education

University of Toronto

Calendar

1989/90

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Sessional Dates 1989-90

1989

July 4-July 28	Summer Session
September 6, 7	Registration B.Ed. Program
September 11	Classes begin
September 29	Last day for course changes
October 9	Thanksgiving Day - Faculty closed
October 13-27	Practice Teaching (1S)
October 20-November 3	Practice Teaching (PJ, JI)
November 8, 9	Employment Preparation Program – no classes
November 10-24	Practice Teaching (1S)
December 12	Classes end
December 13, 14	Study Day
December 15-21	Examinations

1990

January 8	Classes resume
January 15	Second instalment of fees due
January 19	Last day for course change
January 12 - February 2	Practice Teaching (PJ, JI)
February 9-23	Practice Teaching (1S)
February 27-March 9	Annual Student Art Exhibition
March 7-9	Annual Children's Musical
March 12-16	Reading Week
March 23-April 12	Practice Teaching (PJ, JI)
March 29-April 12	Practice Teaching (1S)
April 20	Classes end
April 23-25	Study Days
April 26-May 4	Examinations

Faculty of Education Staff 1988-89

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Associate Dean
H.L. Ridge, B.SC. (McM), M.A. (YORK) PH.D, (CONN.) Prof.
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Associate Registrar
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Assistant to the Dean
M. Stager, B.A., M.SC. (RUTGERS)

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
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G.W. Bancroft, B.A., (McG.), M.ED., PH.D.
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U. Elliott, B.A. (LOND.), M.A., (W.ONT.)
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J.H. Stevens, M.A.
G.E. Tait, B.A., B.PAED., ED.D.

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Computer Services and Staff Development
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Computer Studies
G.D. Milbrandt, B.S.ED. (N.ILL.), M.ED. (N.ILL.), Assoc. Prof.

Continuing Education
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Counsellor Education
P.A. Manuel, B.A., M.ED., Assoc. Prof.
B.R. Eardley, B.S. (PENN.ST.), M.ED. (PENN.ST.), Assoc. Prof.

Dramatic Arts
D.W. Booth, B.A. (McM), M.ED. (DURH.), Prof.
C.J. Lundy, B.A. (S.G.W.), Sr. Tutor

Educational Administration
R.A. Martin, B.A.SC., M.ED., PH.D., Assoc. Prof.
V.K. Gilbert, B.SC. (SYD.), M.ED., PH.D. (BRIST.), Prof.
J.D. Wood, M.A., PH.D., A.R.C.T., Prof.
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R. Pike, B.S.W., M.A., PH.D., Assoc. Prof.

Educational Psychology
C.C. Brodeur, M.A. (FORDHAM), M.A. (PHIL.), PH.D., Assoc. Prof.
R.W. Dent, M.A., PH.D. (MICH.ST.) Prof.
S.L. Kong, C.M., B.A., (KUA KIU.), M.ED. (OTT.) PH.D. (OTT.), HON.LL.D. (KYUNG HEE), Prof.(On leave)
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C. Tan-Willman, B.S.E. (PHIL. NORM.), M.A. (PHIL.WOMEN'S), M.A. (MINN.), PH.D. (MINN.), Prof.
A.B. Durell, M.A., PH.D., Assoc. Prof.
J.L. Ellis, B.A. (CALGARY), M.A. (UBC), ED.D. (UBC), Asst. Prof.

Elementary Education
J.W. Fair, B.A. (McM.), B.P.E. (McM), M.ED., PH.D., Prof.

English
J. Laird, B.A. Assoc. Prof.
J.L. Aitken, B.A., M.A. (DAL.), PH.D., Prof.
A.A. Bowers, B.A., M.ED. (QU.), Prof.
A.C. Coman, M.A. (ORD.EDIN.), M.A. (HONS. EDIN.), M.A. Prof.
J.W. MacDonald, B.A., (CAR.), M.A., ED.D. (HARV.) Prof.
R.T. Shephard, M.A., ED.D. (HAWAII), Prof. (On leave)

Family Studies
H.A. Yeager, B.H.SC., M.ED., Assoc. Prof.

History and the Social Sciences
L.R. Hill, M.A., Assoc. Prof.
D. Thiessen, B.A., (WESTERN), M.ED., (UBC), D.PHIL. (SUSSEX) Asst. Prof.

History, Philosophy and Sociology of Education

S.T. Rusak, B.A. (OTT.), B.ED., PH.D. (ALTA.), Assoc. Prof.
L.J. Stott, B.ED. (ALTA.), PH.D. (CALGARY), Prof.
K.A. McLeod, B.A. (SASK.), M.ED. (SASK), PH.D., Prof.
T.W. Goodenough, B.A. (S.G.W.), M.A. (CANTAB), M.A. (ALTA.), Assoc. Prof.

Institute of Child Study

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R.J. Volpe, B.A. (AKRON), M.A. (KENT ST.), PH.D., (ALTA.) Prof.
A.J. Biemiller, B.A. (HARV.), M.S. (CORN.), PH.D. (CORN.), Assoc. Prof.
J.P. Klein, B.A. (CORN.), M.A., PH.D., Assoc. Prof.
D. Levinson, B.A. (IOWA), M.A. (CAR.), PH.D. (McG.), Assoc. Prof.
J. Hardacre, B.A., M.ED., DIP.C.S., Sr. Tutor
M.A. Penner, B.A., M.ED., DIP.C.S., Sr. Tutor
H. Stollery-Cronin, B.A., Sr. Tutor
P. Karal, M.A., PH.D., Lecturer (part-time)

Institute of Child Study Laboratory School

A.C. Cassidy, B.A. (MONTR.), DIP.C.S.
R.L. Ethier, B.A. (CONCORDIA), M.ED.
E.A. Hunter
M.A. Jaffary, B.A., DIP.C.S.
S. Kondo, B.A. (YORK), M.ED. (WINDSOR)
A.M. Sinclair, B.A. (W.ONT.), DIP.C.S.
A.E. Tough, M.A.

Library

D.C. George, B.A., B.L.S., Head Librarian
S.R. Dyas-Correia, B.A. (YORK), M.L.S., Librarian
M.H. FitzPatrick, B.A., M.L.S., Librarian (part-time)

Mathematics Education

S.K. Harburn, B.SC. (ALTA.), M.ED. (SUNY). Assoc. Prof.
D.W. Alexander, B.A., M.SC., ED.D. (SUNY), Prof.
F. Ebos, M.SC. (McM.), Prof.
D.L. Fraser, B.SC. (McM), B.ED., M.A., Prof.
B.G. Kelly, B.SC., M.SC., PH.D., Assoc. Prof.

Modern Language Education

H. Hainsworth, M.A., Assoc. Prof.
R. Hrubi, DIP. PROF. FR. I'ET. (I.P.F.E., SORBONNE), Sr. Tutor

Music

N. Kuzmich, MUS. BAC., M.A., Prof.
C.A. Hennessy, B.A. (McM.), M.ED., ED.D., Sr. Tutor

Physical Education

D.F. Fawcett, B.P.H.E., M.A. (S.CALIF.), Assoc. Prof.
P.B. Robertson, B.P.H.E., B.A., M.ED., Assoc. Prof.

Practice Teaching

R.G. Burfield, B.A., B.ED., Assoc. Prof.
D.W. Garth, B.COM. (QUEENS), Assoc. Prof.

School Librarianship

R.J. Smith, B.A., M.L.S., Assoc. Prof.

Science Education

T.J.E. Wolfe, B.S.A., M.ED., Prof.
W.A. Andrews, M.SC. (W.ONT.), M.ED., Prof.
D.I. Galbraith, B.SC. (W.ONT.), M.ED., Prof.
A.M. MacKinnon, M.ED. (CALGARY), B.SC. (CALGARY) M.SC. (CALGARY), Asst. Prof.

Special Education

H.D. Gutteridge, M.A., Assoc. Prof. (On leave)
K.J. Weber, B.A., M.SC. (ED.) (GUELPH), Prof.
D.R. Fleming, B.A., (McM), M.ED., ED.D., Sr. Tutor

Student Services

G.W. Hunt, B.A., M.ED., ED.D., (U.S. INT.), Assoc. Prof

Technical and Industrial Arts

A. Gaydos, B.A., M.ED., PH.D. (OHIO ST.), Assoc. Prof.
H.J. Taylor, B.A., B.ED., M.S.ED. (NIAG.), Assoc. Prof. (On leave)
C.H. Wall, B.A., B.ED., M.A. (YORK), PH.D., (YORK) Assoc. Prof.

University of Toronto Schools

G.A. Fleming, B.A., M.ED., Principal
D.J. Laurenson, B.SC. (AUCK.), M.MATH (WAT.), Asst. Principal
D. Aliferis, B.A., M.A. (YORK), B.ED,
S. Baker, B.A., B.ED.
O.G. Barrett, B.P.H.E., B.ED.
C.M. Bernicchia-Freeman, B.ED., M.A. (NICE)
T.J. Boucher, B.A. (MICH ST.), M.S.L.S. (COL.)
D.F. Boutros, B.A. (ALEXANDRIA)
M.U. Collier, B.A. (YORK), M.A., B.ED.
D.T. Dingle, B.A.SC., B.D. (HARV.)
J.A. Fautley, MUS. BAC., B.ED.
N.D. Fox, B.COMM.
M.P. Gendron, M.A.
B. Le Gresley, B.A., M.ED.
C. Hebscher, B.A.
L.R. Hill, B.A., M.A.
R.J. Mackle, B.A., M.E.S., B.ED.
N.E. Maier, B.A., M.A. (BR. COL.), PH.D.
N.T. McLean, B.A.
J.H. Mills, M.A. (QU.), B.ED.
D. Milne-Ives, B.SC (QU.), M.SC. (DAL.), B.ED. (DAL.)
P.R.W. Moore, B.A., M.A., PH.D. (McM.)
C.W.M. Pace, B.A. (W. ONT.), B.S.W., M.ED.
A.M. Pereira-Castillo, B.A., (McM), M.A., B.ED.
D.C. Recurt, B.A. (WESTERN), B.ED. (WESTERN)
J.A. Ryan, B.E.S. (WAT.), B.ED.
E. Shannon, B.SC. (WALES), B.ED.
E. Smyth, B.ED., M.A. (McM)
J. Stulac, B.P.H.E., B.A., B.ED.
S.A. Tarasick, B.A.
F.R. Wakelin, B.P.H.E., B.ED.
W.G.J. Warden, B.A. (W. ONT.), M.A. (WINDSOR)

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the *Ontario College of Education, University of Toronto.*

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated.

Deans of the Faculty of Education

W. Pakenham	1907—1934
J.G. Althouse	1934—1944
A.C. Lewis	1944—1958
B.C. Diltz	1958—1963
D.F. Dadson	1963—1973
H.O. Barrett	1974
J.C. Ricker	1975—1981
J.W. MacDonald	1981—1987
M.A. Millar	1987—1988
M.G. Fullan	1988—

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, the Master of Arts/Science in Teaching degree is available.

Full-Time Programs

Bachelor of Education Degree

Three options are offered in the one-year program:
Primary/Junior
or
Junior/Intermediate
or
Intermediate/Senior

Diploma in Technical Education (Dip.T.E.)

Diploma in Child Study (Dip.C.S.)

Child Assessment and Counselling
or
Early Childhood Education*

*This area of concentration also leads to the Ontario Teacher's Certificate.

Admission

Academic and other admission requirements are listed under the individual programs.

English Language Proficiency

English is the language of instruction for all courses at the Faculty with the exception of some offered by the Modern Language Education Department, and successful candidates receive certification to teach in schools where English is the language of instruction. Consequently, to be successful in Faculty courses and practice teaching, a candidate must demonstrate a high degree of proficiency in both oral and written English.

Candidates, including those whose first language is other than English, may request an assessment test of their proficiency by contacting the Registrar's Office. Tests will be held in June before registration and in September before the first practice teaching assignment. Test results will be useful in helping candidates determine their level of English language proficiency.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher, and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in Ontario elementary or secondary schools.

Admission of International Students

The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admission as the Council of the Faculty may determine.

Bachelor of Education and Ontario Teacher's Certificate Program

Application Procedure

Application forms and full instructions for applying may be obtained from the Registrar's Office. Forms are also available on request from most Ontario university placement offices, normally beginning in September of the year prior to registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, a document showing the basis upon which the candidate is present in Canada
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name, where applicable
- a completed Faculty of Education experience profile
- documentation in a language other than English or French must be accompanied by an official translation.

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty., An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience, such as work with children and adolescents which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Change of Courses

The last date for changing optional subjects or courses will be September 29. Thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37-40.

For complementary studies courses taken in the second semester, the last date for changing will be January 19.

The program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

The Contemporary Classroom

6100 The Contemporary Classroom
All Candidates proceeding to the Bachelor of Education degree are required to take this course.

Curriculum and Instruction

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate Senior (grades 7 to 12/O.A.C.)
Prerequisites, if any, are given in the course descriptions.

Primary/Junior
This program integrates the content of *Primary Education* 1400 and *Junior Education* 1410 in one course, *Primary/Junior Education* 1420.

There are three different programs offered for candidates selecting *Primary/Junior Education* 1420. Primary/Junior students must choose one of these at the time of course selection.

Option 1 — Candidates in this Primary/Junior program will take all their course work at the Faculty of Education building. They will choose from the course offerings in each of the three Foundation areas and in Complementary Studies. During the regular in-faculty time candidates will spend one day per week observing and teaching in an elementary school classroom (Student Teaching and Experience Program or S.T.E.P.).

Option 2 — Candidates in this Primary/Junior program will take all their courses at the Faculty of Education building, but will spend two days per week during the regular in-faculty time observing and teaching in an elementary school classroom. In order to closely integrate the theory and practice of elementary school education, Foundation and Complementary Studies subjects will be preselected for candidates choosing this option. Much of the practical work for these courses will be conducted in the S.T.E.P. schools.

Option 3 — Candidates in this option will take all of their course work in a local elementary school chosen for its ability to support a program of teacher education. As in Option 2, Foundation courses will be preselected. Candidates will have a highly integrated program which will combine the theories of child development and education with the day-to-day practice of teaching in an elementary school setting. Option 3 not offered in 1989-90.

Junior/Intermediate
This program comprises three courses: *Junior Education* 1410, *Intermediate Education* 1430 and one Intermediate Curriculum and Instruction course from those listed below. The content of 1410 and 1430 will be integrated in one course, *Junior/Intermediate* 1450.

Dramatic Arts 1071
English 1101
Family Studies 1161
French 1111
Geography 1441
History 1151
Industrial Arts 1171
Mathematics 1221
Music—Instrumental 1231
Music—Vocal 1241
Physical and Health Education 1251
Science 1301
Visual Arts 1011

Intermediate/Senior
This program comprises two courses from those listed below:

*Business Studies
- Accounting 1340
- Data Processing 1350
- Marketing 1360
- Information Management (Secretarial) 1370

Computer Science 1040
Dramatic Arts 1070
Economics 1080
English 1100
Environmental Science 1380
Family Studies 1160
French 1110
Geography 1440
German 1140
History 1150
Industrial Arts 1170
Italian 1190
Society: Challenge and Change (Man in Society) 1270
Mathematics 1220
Music—Instrumental 1230
Music—Vocal 1240
Physical and Health Education 1250
Political Science 1260
Science 1300
Spanish 1310
Visual Arts 1010

The Intermediate/Senior, In-School, Integrated Study Option
This is open to candidates in the Intermediate/Senior division who are enrolled in a Curriculum and Instruction course offered by a department participating in the option. It may be exercised in no more than *one* of the candidate's two Curriculum and Instruction courses. The candidate normally will spend one day per in-Faculty week with a co-operating teacher in a school in the greater Toronto area. These weekly visits will be in addition to the in-school experience gained by the candidate during his or her regular practice teaching schedule. The purpose of the option is to provide the candidate with further experience in three levels of participation: observation, teaching, and unit design. Participation in this option, the selection of candidates, co-operating teachers and schools, and the particular approach to be taken, are the prerogatives of individual instructors.

*Candidates selecting Business Studies must choose their courses from this category.

Foundations

Candidates will take three Foundation courses, one from the department of Educational Psychology, and one each from List A and List B in the Department of Educational Policy and Foundation Studies.

Educational Psychology
Learning and Human Behaviour 3070
Teaching—an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

Educational Policy and Foundation Studies
List A
Administration in the Modern Schools 3050
Adult Eduction 3280
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

List B
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
Developing a Personal Philosophy of Education 3140
The Development of Canadian Education 3200
School and Society 3160
Individual Research Project (History, Philosophy and Sociology of Education) 3240

Practice Teaching

4010 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

Complementary Studies

Candidates will select one of the following courses:

Art and Interdisciplinary Studies 5020
Atypical Development 5540
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Current Health Issues in School and Society 5080
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Drama in Elementary Education 5110
Education of the Gifted 5490
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
Feature Films and TV in the Classroom 5450
French as a Second Language Junior 5151
Heritage Languages Education 5160
Life Skills for Secondary Students 5520
Methods of Child Study 5030
Multicultural/Intercultural Education 5410
Music—General 5550
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in the Teaching of Modern Languages 5270
Recreational Mathematics 5500
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420
Values Education 5210

Details of Courses

Courses in the Bachelor of Education program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

6100 The Contemporary Classroom (3 hours)
This course will address four significant aspects of education: computers in education, guidance practices, school law in Ontario and special education. Students will be introduced to: the use of computers in the classroom and their role in the learning process: guidance methods and practices for the classroom teacher, including consultation, referals, and legal and ethical implications; the legal basis of education in Ontario, including regulatory, professional and curricular concerns; and special education, with approaches to accommodate the needs of exceptional students.

Business Studies

The Business Studies program is divided into four areas: Accounting, Data Processing, Marketing, and Information Management (Secretarial), from which candidates will select any two. Keyboarding methodology is a compulsory component of each course.
Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

1340 Accounting Intermediate/Senior (4 hours)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Candidates will be given the opportunity to examine various computer packages.

1350 Data Processing Intermediate/Senior (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evalution techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

1360 Marketing Intermediate/Senior (4 hours)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

1370 Information Management (Secretarial) Intermediate/Senior (4 hours)
The development of innovative and effective techniques for teaching modern business communications, and office procedures, with emphasis on advanced keyboarding, information processing and notemaking. Proficiency in keyboarding must be demonstrated.

Computer Science

1040 Computer Science Intermediate/Senior (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers.
Prerequisites: Two post-secondary courses in computing, or approved field experience.

Dramatic Arts

1071 Dramatic Arts Intermediate (2 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech, and oral interpretation.

1070 Dramatic Arts Intermediate/Senior (4 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs.
Prerequisites: Two university courses (6 credits) in drama, or approved field experience.

Economics

1080 Economics Intermediate/Senior (4 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.

English

1101 English Intermediate (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English

1100 English Intermediate/Senior (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequisites: Two university courses (6 credits) in English.

Environmental Science

1380 Environmental Science Intermediate/Senior (4 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.
Prerequisites: Three university courses (9 credits) in science, geography or environmental science, or approved field experience.

Family Studies

1161 Family Studies Intermediate (2 hours)
An exploration of Family Studies concepts of significance to the young adolescent in the intermediate divisions. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.
Prerequisites: Three university courses (9 credits) in family studies.

1160 Family Studies Intermediate/Senior (4 hours)
An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource materials for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.
Prerequisites: Three university courses (9 credits) in family studies.

French

1111 French Intermediate (2 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures. Candidates enrolled in this course must take French as a Second Language 5151 as their Complementary Studies requirement.
Prerequisites: Five university courses (15 credits) in French.
Proficiency in spoken and written French must be demonstrated. Language proficiency testing will be held in May or, for those unable to attend, during the first week of classes in September.

1110 French Intermediate/Senior (4 hours)
Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures
Prerequisites: Five university courses (15 credits) in French.
Proficiency in spoken and written French must be demonstrated. Language proficiency tests will be held in May, or, for those unable to attend, during the first week of classes in September.

Geography

1441 Geography Intermediate (2 hours)
A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.
Prerequisites: Two university courses (6 credits) in geography.

1440 Geography Intermediate/Senior (4 hours)
Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.
Prerequisites: Two university courses (6 credits) in geography.

Geology

1130 Geology Intermediate/Senior (4 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories,m classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.
Not offered in 1989-90.

German

1140 German Intermediate/Senior (4 hours)
This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Five university courses (15 credits) in German.
Proficiency in spoken and written German must be demonstrated. Language proficiency testing will be held in May, or, for those unable to attend, during the first week of classes in September.

Greek

1210 Greek Intermediate/Senior (4 hours)
This course may be taken only in conjunction with Latin 1200. For course content see Latin 1200.
Prerequisites: Two university courses (6 credits) in Greek.
Not offered in 1989-90.

History

1151 History Intermediate (2 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for Grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.
Prerequisites: Two university courses (6 credits) in history.

1150 History Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisites: Two university courses (6 credits) in history.

Industrial Arts

1170/1171 Industrial Arts (7 hours)
The philosophy of contemporary technological studies; interpretaion of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable. Candidates must select Design Education 5090 as their Complementary Studies course.

Intermediate Education

1430 Intermediate Education (3 hours)
A study of curriculum content and teaching strategies in grades 7 and 8. Instruction is given in general methods, classroom management and specific approaches to teaching language arts, mathematics, science and social studies. This course is offered only in the Junior/Intermediate program.

Italian

1190 Italian Intermediate/Senior (4 hours)
This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Languages Program on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.
Prerequisites: Five university courses (15 credits) in Italian.
Proficiency in spoken and written Italian must be demonstrated. Language proficiency testing will be held in May, or, for those unable to attend, during the first week of classes in September.

Junior Education

1410 Junior Education (5 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Latin

1200 Latin Intermediate/Senior (4 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.
Not offered in 1989-90.

Society: Challenge and Change (Man in Society)

1270 Society: Challenge and Change (Man in Society) Intermediate/Senior (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course. Society: Challenge and Change (Man in Society). Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.
Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.

Mathematics Education

1221 Mathematics Education Intermediate (2 hours)
A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

1220 Mathematics Education Intermediate/Senior (4 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics and problem solving.

Music

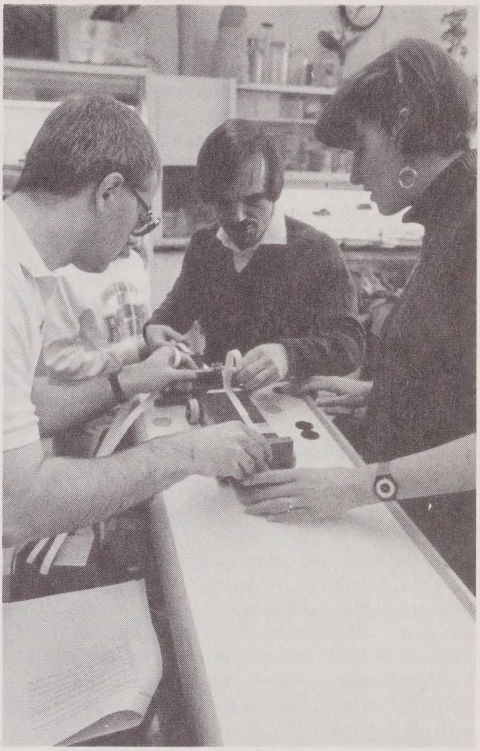
Candidates may select only one of the following: 1231, 1230, 1241 or 1240. They must also take Music General 5550 as their Complementary Studies course.

1231 Music—Instrumental Intermediate (2 hours)
Approaches to music learning through instrumental and vocal performance, listening, analysis, and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1230 Music—Instrumental Intermediate/Senior (4 hours)
Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for intermediate/senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

1241 Music—Vocal Intermediate (2 hours)
An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music, or appropriate background.

1240 Music—Vocal Intermediate/Senior (4 hours)
Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving, implementation of the different teaching styles, and the design of units reflecting the aims and objectives in the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in music, or background.



Physical and Health Education

1251 Physical and Health Education Intermediate (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

1250 Physical and Health Education Intermediate/Senior (4 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.
Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Political Science

1260 Political Science Intermediate/Senior (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary sachools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science Education

1301 Science Intermediate (2 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Three university courses (9 credits) in science.

1300 Science Intermediate/Senior (4 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning classroom management, and practical teaching techniques. Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Five university courses (15 credits) in science.

Senior Education

9610 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 11).

Spanish

1310 Spanish Intermediate/Senior (4 hours)
A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Five university courses (15 credits) in Spanish.
Proficiency in spoken and written Spanish must be demonstrated. Language proficiency testing will be held in May, or, for those unable to attend, during the first week of classes in September.

Visual Arts

1011 Visual Arts Intermediate (4 hours)
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three- dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

1010 Visual Arts Intermediate/Senior (6 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

All Foundation courses are 2 hours per week.

Educational Psychology

3260 Contemporary Issues in Educational Psychology
The development of skills for observing and analyzing teaching/learning behaviour, and reporting research results. Models of learning and motivation are developed for their application to classroom teaching and discipline. Depending on the interests of class members, such contemporary issues as values programming, right and left brain learning, and classroom stress will be selected for study.
Not offered in 1988-89

3070 Learning and Human Behaviour
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

3110 Teaching—An Interpersonal Process
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the applicaton of theory to the development of innovative classroom methods.

3100 Understanding Children and Youth
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology)
A student with a background in psychology who wishes to engage in a field based research project must obtain the approval of the Department before electing this course. Assistance and guidance will be given during the course in selecting a project, in planning the study and in preparing the final report. The student, in addition, may be assigned to work with a mentor, if appropriate and acceptable.

Educational Policy and Foundation Studies

List A

3050 Administration in the Modern School
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

3280 Adult Education
A study of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

3040 Evaluation of Student Performance
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

3030 The Individual Student and the School Program
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing and the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

List B

3190 Authority and Freedom in School
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

3130 Comparative Education
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

3200 The Development of Canadian Education
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teachers and student; and the influence of social, economic, and political factors on education.

3160 School and Society
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy and Sociology of Education)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Deprtment before electing this course. A proposal acceptable to the Department must be submitted by August 31, accompanied by an outline of research experience and background in appropriate areas of study.

Practice Teaching

4010 Practice Teaching
Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Assignments are made only in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments

Boards of Education

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-Wentworth R.C.S.S.
Metropolitan Toronto R.C.S.S.
North York
Peel
Scarborough
Simcoe
Simcoe R.C.S.S.
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations

Art Gallery of Ontario
McMichael Gallery
Metropolitan Toronto and Region Conservative Authority
Royal Ontario Museum
University of Toronto Schools

Complementary Studies

Complimentary Studies courses are the equivalent of 1 hour per week.

5020 Art and Interdisciplinary Studies
An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage interdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interest such as humanities, languages, science and technology. Backgound in art is not essential.

5540 Atypical Development
This course uses a model of human development to identify the common features of such disabilities as physical handicaps, mental retardation, emotional disturbance, and chronic health disorders. The concepts of coping, competence, and adaptation are employed to describe typical development, and to explore the nature and consequences of atypicality.

5040 Children's Literature
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with Learning and Human Behaviour 3070, or Contemporary Issues in Educational Psychology 3260.

5050 Communication Arts in Modern English
A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5070 Culture and Society as They Relate to the Teaching of French
This course, offered in Fench, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.
Not offered in 1989-90.

5080 Current Health Issues in School and Society
Experiential learning within groups will focus on such current health issues as: human relations, stress, changing roles of men and women, use and abuse of drugs, violence, child abuse, divorce, and death and dying.

5090 Design Education
An exploration of designing as a decision-making and problem-solving activity through practical constructive projects. Teaching units with supporting resources will be developed, interdisciplinary in emphasis, applicable to elementary and secondary classrooms. Open only to students enrolled in *Industrial Arts 1070/1071*

5100 Diagnosis and Remediation of Learning Difficulties in Mathematics
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties, and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

5110 Drama in Elementary Education
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5490 Education of the Gifted
Candidates will explore current issues in the field with particular attention to the nature of giftedness, assessment and identification of gifted young people, acceleration, streaming and mainstreaming, and enrichment.

5120 Educational Media
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

5140 Environmental Studies
An introductory course on the teaching of basic ecological principles with an emphasis on the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environment pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems.

5400 Explorations in Creative Learning and Teaching
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills in identifying and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities.

5450 Feature Films and TV in the Classroom
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as 'text' with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

5151 French as a Second Language, Junior
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in *French Intermediate 1111.*

5160 Heritage Languages Education
The Heritage Languages course will concern itself with the place of Heritage Languages in the school curriculum, current language teaching approaches and their antecedents, and an examination of the role of culture teaching in the Heritage Languages classroom. The impact of Heritage Languages on students' general learning as described in current research findings will also be examined. Candidates will have the opportunity to develop curricula which take into account the importance of carefully defined aims and objectives, the age and stage of the target audience and principles of lesson planning and syllabus design. Candidates will examine various models of classroom organization and also be provided with the opportunity for implementing their curricula in demonstration situations. The course will provide a forum in which candidates can share their experiences and discover the cross-cultural commonalities inherent in teaching Heritage Languages. General principles of language teaching, applicable to all Heritage Languages contexts and appropriate to both elementary and secondary levels will be emphasized.

5240 Language in the Schools
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom
Not offered in 1989-90.

5520 Life Skills for Secondary Students
Rationale, teaching strategies, and resources for incorporating life skills into the curricula of secondary schools. Emphasis will be on the selection and development of learning materials for areas such as nutrition, family and consumer interests, parenting education, resource management, and self-concept. Students will have the opportunity to design individualized programs geared to their particular subjects or grade-level interests, and to investigate the use of community resources.

5030 Methods of Child Study
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multicultural/Intercultural Education
An examination of teaching strategies and techniques, and curriculum adaptations that are particularly relevant to multicultural and intercultural education. Emphasis will be on practical means of teaching students from a variety of cultural backgrounds in the regular classroom.

5550 Music—General (2 hours)
A course emphasizing creative activities associated with the development of conceptual awareness and aural sensitivity. Available only to students enrolled in *Music-Instrumental* (1230 or 1231) of *Music—Vocal* (1240 or 1241).

5200 Outdoor Education
An introductory course on the use of the outdoor environment in education, presented in lectures, seminars and field work. Emphasis will be on safe practices in outdoor programs. Students will have an opportunity to participate in additional outdoor experiences on an optional basis.

5300 Practical Skills for Constructing Teaching Aids
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, photography (including film and print developing), woodworking, and working with sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigae recent research, and plan innovative reading programs for secondary school students.

5270 Recent Development in the Teaching of Modern Languages
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

5500 Recreational Mathematics
A critical examination of materials such as puzzles, games, and recreational publications, for enrichment and motivation primarily at the junior and intermediate levels. Classes consist of workshops, seminars, and media presentations, Emphasis will be on the development of learning materials.

5430 The Resource Centre and the Elementary School Teacher
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading.

5420 The Resource Centre and the Secondary School Teacher
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading.

5330 Speech—Passport to Communication
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.
Not offered in 1989-90

5470 Teaching Current Events through the Media
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.
Not offered in 1989-90.

5440 Teaching Social Issues
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.
Not offered in 1989-90.

5060 The Understanding and Personal Use of Computers
Designed for the individual who wishes to obtain an understanding of how personal computers can be used in education. The course will be taught in a non-technical manner and supplement the content of the Computer Awareness component of *The Contemporary Classroom.* Emphasis of this course will be on the use of computers in the learning process and the examination of computer learning materials. Computer facilities include two microcomputer classrooms with a variety of computers, are available for student use. May be taken only by Primary/Junior and Junior/Intermediate students.

5480 The Use of Graphic Illustrations in the Classroom
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations. Artistic ability is not a prerequisite.
Not offered in 1989-90.

5210 Values Education
An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.

Programs in Technological Studies

One-Year Program

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, within five years subsequent to receiving this Diploma, submit to the Registrar proof of having been granted an approved degree from an accredited university.

Applicants must meet the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ministry;
2. One of:
   - five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   - a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of technological studies, of which no fewer than sixteen months must have been spent in continuous employment.
3. Proof of competence in one area of technological studies at both the basic and related advanced level, or in two areas of technological studies, both at the basic level.

Areas of Technological Studies

Basic Level	Advanced Level
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration	Refrigeration*
Air Conditioning	Air Conditioning*
Heating	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry
	Cabinet Making
Electrical	*Electrical*
Electricity	Electricity—Installation & Maintenance*
	Electrical Theory & Test†
Electronics	Electronics—Computer†
	Electronics—General†
Food Services	*Food Services*
Food Services	Baking Food Services*†
	Commercial Food Services*†
	Domestic Food Services*†

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts†
Horticulture	*Horticulture*
Horticulture—General	Horticulture—General†
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics†
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Project Design	Project Design
Music	*Music*
Music	Music—Instrumental†
	Music—Vocal†
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
Home & Family Care	Home & Family Care†
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry Cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

*Requires Ministry of Colleges and Universities Certification of Qualification.
†Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.
*†Requires a current certificate of qualification and/or post-secondary education.

Application Procedure
Full instructions with details on admission may be obtained from the Registrar's Office. Completed applications should be received by the Registrar's Office not later than the second Friday in January, accompanied by:

- official transcripts of a secondary school graduation diploma, a college of applied arts and technology diploma and/or degrees where applicable
- a photocopy of a Canadian birth certificate or a document in the case of a person not born in Canada, showing the basis upon which the candidate is present in Canada
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name, if applicable
- a completed Faculty of Education Experience Profile
- a completed Technological Studies Student Information form
  - documented proof of wage-earning experience

Technical Proficiency Examinations
Candidates will be required to pass examinations in both the theory and practice of the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37 - 40.

Spring Program
This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education. Not offered 1989-90.

Program of Studies

The Program has five components:

- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

6100 The Contemporary Classroom (3 hours)
This course will introduce four significant educational concerns: computer awareness, guidance practices, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning environment; guidance methods and practices for the classroom teacher including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario and the regulatory, professional and curricular concerns that are derived from it; and, the nature of special education and approaches to accommodating the needs of exceptional students.

Curriculum and Instruction

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Introduction to Psychology for Teachers of Technological Studies (2 hours)
The application of educational psychology in the technological studies classroom. Areas explored include personal relations, development and adjustment, motivation, intelligence and its measurement, and the learning process, with emphasis on memory and forgetting. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Practice Teaching

4110 Practice Teaching
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments, will be required to do a make-up session at the end of the session.

Complementary Studies

5050 Communication Arts in Modern English (1 hour)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analyses. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Additional Qualifications

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.).

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.

b For applicants who have the O.T.C. without qualifications in technological studies but with one of
- five years of wage-earning business or industrial experience in an approved area of technological studies, or
- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment.*

Note: In subject areas where classes are not offered, a basic qualification may be obtained in the winter term through the Individual Study Program.

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies who produce evidence of twelve months of continuous full-time business or industrial experience in the area for which the advanced level qualification is sought.*

3 Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies who have

a entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least
- three** of the technological studies subjects listed on pages 25 – 26 including at least one at both the basic and the advanced levels or
- four** of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Industrial Arts, Media, Multiculturalism in Education, Special Education, or Visual Arts

b two years of successful teaching experience in technological studies in Ontario

c one year of full-time post-secondary education or equivalent

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

**One of these may be Industrial Arts Part I.

Institute of Child Study

The Institute of Child Study is a centre of professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study—the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Inquiries concerning courses should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Early Childhood Education.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. Registration in the second year is dependent upon successful completion of all first-year work. Program requirements may be modified for students with prior professional training and experience.

Early Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three-session qualification in Primary Education and in Special Education must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education, Part II.

One-Year Program
Open only to to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. The program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Continuing Education *Prospectus.*

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications, on forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, a document showing the basis upon which the candidate is present in Canada
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name where applicable
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits.

Early Childhood Education

On successful completion of the two-year program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for children in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year
2120 Introduction to Early Childhood Education
2120 Observation and Assessment of Young Children
2122 Curriculum Design and Implementation Part I
2124 Practicum
One elective: see below

Second Year
2210 Socialization, Social Development, and Family Life
2223 Curriculum Design and Implementation Part II
2230 Programming for Young Children
2231 Advanced Practicum
One elective: see below

Electives
1002 Child Development
1004 Prenatal and Infant Development
4060 Seminar and Practicum in Infant Care (second year only)
4062 Independent Study
4065 Day Care and Nursery School Administration
4070 Teaching Exceptional Children
Any Complementary Studies course from the B.ED. Program (see pages 21 - 24).

Child Assessment and Counselling

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. A placement of two days per week in a school or clinical setting is required in the second year to permit the practice of the theories and techniques studies.

First Year
3140 Assessment of Children's Intellectual Functioning
3141 Assessment of Children's Emotional Functioning (half course)
3142 The Child in Education Settings
3143 Family Dynamics
3144 Introduction to Facilitative Interviewing (half course)
One elective: see below

Second Year
3250 Principles of Child Management (half course)
3251 Selected Topics in Clinical Practice
3252 Counselling Individuals and Families (half course)
3253 Theories of Counselling (half course)
3255 Seminar and Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
One elective: see below

Electives
1002 Child Development
1004 Prenatal and Infant Development
1011 Exceptional Children
4061 Seminar and Practicum in Infant Assessment (second year only)
4062 Independent Study

1002 Child Development
An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

1004 Prenatal and Infant Development
An examination of conditions during the prenatal and infant period of development that will have an impact on later behaviour. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored. Students will observe infants in various settings, including the Institute's Parent-Infant Centre.

1011 Exceptional Children
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

2120 Introduction to Early Childhood Education
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

2121 Observation and Assessment of Young Children
A course designed to help students gain competence in observing, recording, and assessing children's behaviour and development in diverse educational settings. Students will plan learning experiences for children based on these observations and assessments.

2122 Curriculum Design and Implementation, Part I
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

2124 Teaching Practicum
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement at the end of the academic year.

2210 Socialization, Social Development, and Family Life
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

2223 Curriculum Design and Implementation, Part II
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

2230 Programming for Young Children
A course designed to familiarize students with various approaches to early childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

2231 Advanced Teaching Practicum
An opportunity to design and implement a program for children who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

3140 Assessment of Children's Intellectual Functioning
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

3141 Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. Clear and effective report writing is emphasized.

3142 The Child in Education Settings
An opportunity, in seminars and practicum, for students to learn to understand and interact effectively with children and teachers in the learning-teaching process. Emphasis will be on achieving competence in communication, observation, developmental assessment, and report-writing skills. Each student will spend time in two different educational settings, including the Institute's laboratory school.

3143 Family Dynamics
A study of approaches to family structure, functions, and values as articulated by various theorists. Different approaches to parent education, and their implications for child rearing will be examined. Students will participate in class discussions on family values and dynamics, and will conduct a structured interview with a family.

3144 Introduction to Facilitative Interviewing (half course)
An introduction to basic concepts in interviewing. Through class participation and the use of videotape, students will become aware of their own attitudes or actions that help or hinder this process.

3250 Principles of Child Management (half course)
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

3251 Selected Topics in Clinical Practice
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics may include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; wit and humour; and women's studies.

3252 Counselling Individuals and Families (half course)
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

3253 Theories of Counselling (half course)
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

3255 Seminar and Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
An exploration of recent research that has implications for infant care. An eight-week practicum over the two-year period gives opportunities for students to become familiar with infant care programs. Knowledge of infant development is used to assess programs in day care and in homes. An infant stimulation program will be developed by students, and mental health studied and assessed by use of the Flint Infant Security Scale. Practicum will be arranged in the Institute's Parent-Infant Centre. Prerequisites: Course 1004 or equivalent. Students planning to take this course should arrange for one placement in an infant care setting in their first year.

4061 Seminar and Practicum in Infant Assessment
A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard development test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed. Prerequisite: Course 1004 or equivalent.

4062 Independent Study
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

4065 Day Care and Nursery School Administration
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.
Not offered in 1989-90.

4070 Teaching Exceptional Children
This course offers an introduction to and overview of the characteristics of exceptional children as well as an overview of policies and practices in special education. Particular emphasis is given to methods of understanding and assisting children identified as exceptional. Students will be helped to develop confidence in assessing children with special needs and in gathering information about them. Case studies and practicum experience will be used to prepare modified instructional programs to address exceptionalities in learning and behaviour.
The course fulfills the Ontario Ministry of Education requirements for Core 1 and Core 2 of the Additional Qualification, Special Education 1.

Continuing Education

Additional Qualifications for Teachers who hold an Ontario Teacher's Certificate

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session Specialist, and Honour Specialist courses. These courses are offered in the summer session and winter evening session, depending on resources and demand. For information on prerequisites in specific programs see the Faculty of Education's Continuing Education *Prospectus*.

One-Session Divisional
These courses are offered to holders of an approved university degree and an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in an additional area:

Primary
Junior
Intermediate
Senior

One-Session Technological Studies
The Technical and Industrial Arts Department offers a number of programs leading to additional qualifications. Applicants must possess qualifications in technological studies or have the requisite work experience. Courses include:

Winter evening and summer courses for additional basic qualifications. (Note: Candidates must pass the examination in technical proficiency.)

Winter individual study in subjects in which courses are not offered for additional basic and advanced qualifications. (Note: Candidates must pass the examinations in technical proficiency.)

Summer session Honour Specialist qualification.

One-Session Specific
These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing who wish to acquire qualifications in the specific area.

Adult Education
Associate Teacher
Childhood Education
Entrepreneurial Studies
Law
Teaching Writing

Three-Session Specialist
These courses are offered to holders of an O.T.C. or Temporary Letter of Standing who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Specialist. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications.

Accounting
Computer Studies/Computer Science
Computers in the Classroom
Co-operative Education
Data Processing
Dramatic Arts
English as a Second Language
Environmental Science
Family Studies
French as a Second Language
Guidance
Industrial Arts
Intermediate Education
Junior Education
Librarianship
Marketing
Media
Multiculturalism in Education
Music—Instrumental
Music—Vocal (P/J)
Music—Vocal (I/S)
Physical and Health Education (P/J)
Physical and Health Education (I/S)
Primary Education
Reading
Secretarial/Information Management
Science (P/J)
Special Education
Visual Arts

One-Session Honour Specialist
These courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification.

Biology
Chemistry
Computer Science
Dramatic Arts
Economics
English
Environmental Science
Family Studies
French
Geography
Geology
German
History
Italian
Man in Society (Society: Challenge and Change)
Mathematics
Music
Physical and Health Education
Physics
Political Science
Science
Spanish
Visual Arts

Applications
Registrar's Office, Faculty of Education (978-3222) or Continuing Education Department (978-8157).

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specializations are currently available in English and Mathematics.

Admission Requirements

1 A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.
2 At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows
- two integrated courses
- one special course in educational aspects of the core discipline
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries regarding Specializations

English

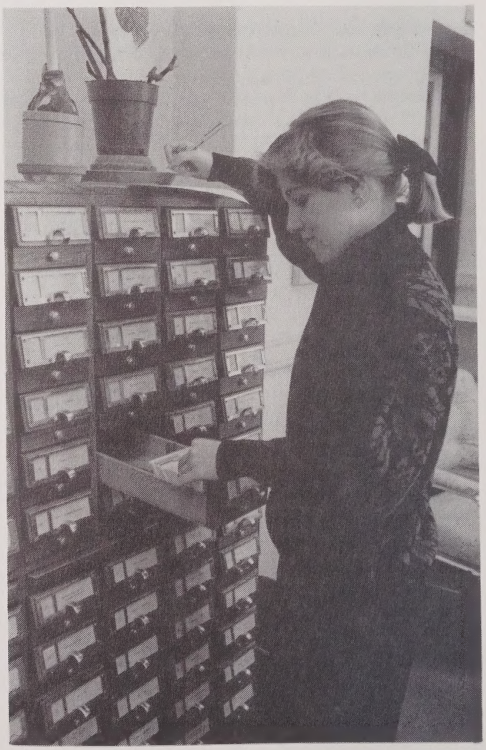
Professor J. Laird (416) 978-3228

Mathematics

Professor S. K. Harburn (416) 978-4068

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto M5S 1A1



Faculty and University Information

Attendance

Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Evaluation Procedures

1 During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   a) a list of all assignments, with due dates;
   b) the weighting factor or percentage allotment for each course requirement;
   c) a statement on the procedure used to determine final grades;
   d) a description of the format and nature of the final examination (where applicable).
2 After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.
3 Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.
4 Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination etc. should have a value of more than 80% of the grade.
5 At least one piece of term work which is a part of the evaluation of a student performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
6 Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
7 All final course grades submitted by instructors will be reviewed by a Dean's Review committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions for Final Standing

Candidates will be evaluated on all five parts of the program: Curriculum and Instruction, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, The Contemporary Classroom.

Grades in the Curriculum and Instruction subjects and Foundations will be reported in the letter grade scale of A, B, C, D, FX. Grades in the Complementary Studies courses will be reported in the grade scale of Honours/Pass/Fail *(H/P/FL)*. Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit *(CR)* and a final Fail grade as a No Credit *(NCR)*. Grades in *The Contemporary Classroom* will be reported as a Credit *(CR)* or No Credit *(NCR)*.

The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundations Courses

Letter Grade	Grade Meaning	Numerical Marks	Translation Table
A	Excellent	80-100%	87%
B	Good	70-79%	75%
C	Adequate	60-69%	65%
D	Marginal	50-59%	55%
FX	Inadequate	0-49%	25%

Grade Scale for Complementary Studies

Letter Grade	Grade	Grade Meaning
H	Honours	Outstanding
P	Pass	Satisfactory
FL	Fail	Unsatisfactory

Grade Scale for Practice Teaching and The Contemporary Classroom

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:

i. a minimum of a C average in each of the following parts of the program:
   – Curriculum and Instruction*
   – Foundations

ii. a minimum of a D grade in each course in:
   – Curriculum and Instruction
   – Foundations

iii. an Honours or a Pass grade in:
   – the Complementary Studies course.

iV. a Credit (CR) in:
   – Practice Teaching**
   – The Contemporary Classroom

* For Junior/Intermediate candidates the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

** To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must receive a Pass in all four sessions of practice teaching. Currently practice teaching in the Faculty consists of four sessions of eleven days each or one session of twelve days and two sessions of sixteen days each. A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching after the completion of the academic year, subject to review and approval by the Practice Teaching Department. This opportunity will be given only once. A candidate who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education or for the Ontario Teacher's Certificate. Such a candidate will not be given the opportunity to do any supplementary practice teaching to raise the grade.

Supplemental Privileges

A candidate may have supplemental privileges in a course in which an FX or FL has been received. This privilege is limited to a maximum of two courses, of which only one may be a Curriculum and Instruction course.

A candidate who receives a D grade in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in the course if the D grade has reduced the average in that part to less than C.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

1. by taking an examination during July or August;
2. by otherwise satisfying the requirements of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination or part thereof, for any degree or certificate listed in the Calendar, except by permission of the Council of the Faculty.

Student Access to Examination papers

a) Copies of final examination papers for the preceding five academic years are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Dean's Committee on Grading Practices. In those cases, an exemption notice will be filed in place of the copy of the examination.
b) A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

Appeals

There is a five stage appeals procedure. In the first instance, the appeal should be made, in writing, to the instructor concerned.

If this fails to satisfy, successive appeals, in writing, may be made until the problem is resolved, to the following:

- the department Chairperson
- the Appeals Committee of the Faculty Council
- the Divisional Appeals Committee of the Faculty
- the Academic Appeals Board

An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after the decision from which the appeal is being taken has been communicated in writing to the appellant.

At the first four levels, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may by obtained from the Registrar's office.

Academic Sanctions

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education certificates, students must have discharged all recognized University obligations: tuition and incidental fees, residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, and charges for unreturned or damaged instruments, materials and equipment.

For students who have any such obligations outstanding, the University will not issue statements of results or official transcripts of records, will not release diplomas or make recommendations for Ministry of Education teaching certificates, will not provide oral confirmation or written certification of degree status in response to external enquiries and will not permit further registration in the University until such time as the obligations have been cleared.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Access to Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto*, students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this policy is available in the Registrar's office.

1 *Access by a student*

i A student may examine and have copies made of his/her academic record, with the exception of those portions of the record which comprise letters of reference which have been provided on the understanding that they shall be maintained in confidence.

ii A student's request to examine any part of his/her official student record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii A student has the right to challenge the accuracy of his/her academic record, with the exception of the material specifically excluded in (1) *i* above, and to have the official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments would not necessarily appear on official academic reports such as transcripts or statements of results.

2 *Access by University staff*

Members of the teaching and administrative staff of the University shall have access to relevant portions of a student's academic record for purposes related to the performance of their duties.

Access to medical information shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

3 *Access by University campus organizations*

Recognized campus organizations in the University of Toronto shall have access to the information referred to in (4) *i* below as well as to the residence address and telephone number of students named by that organization for the legitimate internal use of that organization.

4 *Access by others*

i By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquirers:

—the academic division(s) and the session(s) in which a student is or has been registered,

— degree(s) received and date(s) of convocation.

ii Any other information contained in the academic record of a student, including the student's comments generated under (1) *iii* above but with the exception of the material specifically excluded in (1) *i*, shall be released to other persons and agencies only with the student's prior expressed written consent, or on presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Colleges and Universities for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic

record shall be kept on file within a division.
iii General statistical material drawn from academic records not disclosing the identities of students may be released for research and informational purposes by the academic division maintaining these records.

5 *Refusal of access*
The University reserves the right to withhold access to the statements of results and transcripts of students who have outstanding debts. The University may also choose not to release the official diploma to such students nor to provide written or oral certifications of degree on their behalf.

6 *Custody of student academic records*
Academic records are normally under the custodial responsibility of the academic division. When the academic records have fulfilled the purpose for which they were collected, the retained documents shall be deposited in the University Archives. Fifty years after a student has ceased to be registered all records including those which have been retained by any division or office of the University become the responsibility of the University Archivist and become open to researchers authorized by the University of Toronto.

University Discipline

1 *Academic*
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, and the evaluation of a student's work by irrelevant criteria. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Board of the Governing Council.

2 *Discipline in non-academic matters*
The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiciton of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Fees

Fees (1988/89)

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Students		*New Visa Students*
Academic fee	$1,410.00	$8,675.00
Campus services	144.25	144.25
Student society fees	66.29	66.29
Total fee payable	1,620.54	8,885.54
Minimum first payment	1,057.00	5,416.00

NOTE:

1 At least the first instalment of fees must be paid before a student card will be issued.

2 Commencing September 15 all outstanding balances regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.

3 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Part-time Students		*New Visa Students*
Academic fee per course	$282.00	$1,735.00
†Campus services	28.75	28.75
†Student society fees	10.00	10.00

Supplemental Examinations	
For each supplemental examination in any course	$20.00

†Payable once per session.

Financial Assistance

Government Financial Aid

Full-Time Students
The Ontario Student Assistance Program *(OSAP)* is available to Ontario students who are Canadian citizens or permanent residents, to assist them in meeting their educational costs. *OSAP* includes both non-repayable grants and loan assistance. *OSAP* loans are interest-free and need not be repaid until six months after the recipient has graduated or ceased to be a full-time student. Information concerning the eligibility and assessment criteria may be obtained from the Office of Student Awards, Koffler Student Services Centre, University of Toronto, (978-8045). Application forms are available from the Faculty Awards Officer and from the Office of Student Awards.

Students from other Canadian provinces should apply through their provincial financial aid authority. The Office of Student Awards can provide addresses and, in many cases, application forms.

Part-Time Students
Part-time students may also qualify for *OSAP* assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has recently established a new loan program for part-time students taking less than a 60% courseload. Unlike *OSAP* loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated. Further information and application forms may be obtained from the Faculty Awards Officer or from the Office of Student Awards.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational costs such as tuition, books, and transportation. Students wishing to apply should contact the Office of Student Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Council of the Faculty of Education offers bursaries ranging in value from $200 to $700 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

University of Toronto Alumni Association Loan Fund

Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 47 Willcocks Street, Toronto M5S 1A1 (978-2366).

Federation of Women Teachers' Associations of Ontario Loan Fund

Loans are available to women students enrolled in their final year at a faculty of education who are prospective members of FWTAO, (P./J. division), have received above average grades and have been recommended by their faculties, and have exhausted all other possibilities of student aid. The maximum loan is $800.00. Loans are to be repaid to the student teacher loan fund within three years. The first year is interest-free and the following two at half the bank rate. Applications must be made to the person in charge of student loans at the Faculty of Education who will contact the Federation on behalf of the student.

The Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to a total of $1000 annually will be made to a graduate of the Bachelor of Education program who is continuing in Ministry of Education certification courses in Special Education at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the Awards Committee, Faculty of Education, by April 1, through the Special Education Department of the Faculty.

R.D. Phillips Memorial Loan Fund

This loan fund was established by contributions made by technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department who demonstrate financial need. Applications should be made to the Chair of the Department.

Percy H. Taçon Memorial Bursary

This bursary was established by Mrs. P.H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970. The bursary, in the amount of $500, will be awarded annually on the basis of financial need to a student registered in the Visual Arts option of the B.ED./O.T.C. Program. Candidates must apply to the Awards Committee of the Faculty by November 1.

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. In addition, a fourth award recognizes an outstanding contribution to the life of the Faculty. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object — a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty.

Dean's Honour List

Recognition is given annually to those graduates who have attained an A in each Curriculum and Instruction course and in each Foundation course, Honours in Complementary Studies and Credit in Practice Teaching and *The Contemporary Classroom.*

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institue of Child Study. $500 is awarded annually to a second-year student in each of the two programs leading to the Diploma in Child Study. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average.

R.J. McMaster Award

This award (to the value of interest on $1,450) was established by the friends and colleagues of Professor R.J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program in the Faculty of Education.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other university approved by the Faculty.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Award in Guidance

Offered by Mrs. M.D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. One or two Awards, equivalent to the summer school fee for Guidance, will be made to a graduate of the Bachelor of Education program who is continuing in the Ministry of Education qualification courses in Guidance at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the Awards Committee, Faculty of Education, by April 1.

P.A. Petrie Huron County Scholarship

This award (approximate value $1,250) was established by a bequest from the late Mrs. Helen M. Petrie in memory of Prof. P.A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education degree (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The plaque awarded is a memorial to Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music (The Changing Voice)

This scholarship is awarded to a student eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, an educational media centre, a drama studio, and a computer centre.

The Faculty's registered nurse offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

Faculty of Education Library

The Faculty Library houses a collection of books and periodicals on teaching and the theory and methodology of curriculum subjects at the elementary and secondary levels of education, as well as textbooks and content materials for the subjects taught in Ontario schools, along with a representative collection of children's literature. Other major areas of the collection include educational psychology, administration of schools, the history, philosophy and sociology of education, special education and early childhood education.

The collection of Ministry of Education documents includes commission and committee reports, directories of boards of education, statistics and curriculum guidelines. To complement the Ministry guidelines, a collection of curriculum guides produced by the school boards across the province provides more detailed teaching suggestions for most of the subjects taught in the schools.

An extensive audiovisual collection of videotapes, filmstrips, slides, kits, records, cassettes, pictures and microcomputer software is available to students for use both at the Faculty and in their practice teaching assignments.

The Library provides facilities for previewing audiovisual materials, CD-ROM computer periodical searching, photocopying machines and microcomputers.

Faculty of Education Student Union

The Student Union acts on behalf of the students in matters relating to the Faculty program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office in Room 24 of the Faculty (978-8460).

Through their Union, the students have representatives on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Faculty Student Services Department

The Student Services Department, situated in Rooms 24 and 223 in co-operation with the Students Union, organizes all student events and activities.

Individual student counselling is also available in Room 223 (978-8157).

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Blue Pages.* This guide describes the career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: The University Housing Service on the St. George campus maintains lists of off-campus residence-style housing such as traditional, co-op, and fraternity dwellings which are located in the downtown area and are operated independently of the university. The service also acts as the admissions office for the Married Student Apartment complex for full-time students and their dependent children. Applications for these apartments should be made one year in advance. A list of rooms and flats is also available. Information can be obtained from the University of Toronto Housing Service, Koffler Student Services Centre, 214 College Street, Toronto, M5S 1A1 (978-8045).

Other accommodation: Tartu College, a private student residence, offers accommodation for single students. Inquiries should be addressed to Tartu College, 310 Bloor Street West, Toronto M5S 2G5 (979-2161).

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Officers of the University

Chancellor
The Hon J.B. Aird, O.C., Q.C., B.A., LL.D., D.Litt. S.

Chairman, Governing Council
J.R. Randall, B.A.

President
G.E. Connell, O.C., B.A., Ph.D., LL.D., F.R.S.C., F.C.I.C.

Vice-President, Department of Development and University Relations
G.C. Cressy, B.Sc., M.S.W.

Vice-President – Administration
R.L. Criddle, C.A.

Vice-President & Provost
J.E. Foley, B.A., Ph.D.

Vice-President – Research
J.F. Keffer, B.A.Sc., M.A.Sc., Ph.D., P.Eng.

Vice-President, Human Resources
A.C. Pathy, Q.C., B.A.Sc.

Secretary of the Governing Council
J.G. Dimond, B.A., M.A., Ph.D.

Vice-Provost
A.H. Melcher, M.D.S., H.D.D., Ph.D., D.Sc.

Assistant Vice-President (Planning) and University Registrar
D.W. Lang, B.A., M.A., Ph.D.

Assistant Vice-President Student Affairs
W.D. Neelands, B.A., M.A., M.Div., Th.D.

Chief Librarian
C. Moore, B.A., M.L.S.

University Ombudsman
E. Hoffman, B.A.

Status of Women Officer
L. Reimer, B.A., B.Ped.

Executive Director of Alumni Affairs
R. Frankle

Director of Housing Service
S.A. Mason, B.A., M.Ed., Ed.D.

Director of Health Service
D.R.F. Smith, M.D., C.C.F.P.

Director of Career Centre
M. Van Norman

Director of International Student Centre
E. Paterson, B.A.

Director of Athletics and Recreation
G.W. Chapman, B.Sc. (Phys. Ed.), M.Sc.

Director of Student Awards
K.J. Swift, B.Sc.

Warden of Hart House
R.M.A. Alway, B.A., M.A., Phil. M.

Award Winners 1988

Awards of Honour

Primary/Junior Award of Honour .....Victor Alexander MacDonald
Junior/Intermediate Award of Honour .....Eileen Claire Tattersall Shannon
Intermediate/Senior Award of Honour .....Viven Karen Goss

Award for Outstanding Contribution

Award for Outstanding Contribution
to the Life of the Faculty .....Victor James Chiasson

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1989

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